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ABSTRACT

The Educational Personnel Development (EPD) program provides training for educational personnel to serve American Indian and Alaska Native students. From FY 1987 to FY 1991, EPD grants averaging $2.25 million per year were awarded to 21 institutions, which provided academic counseling, direct financial assistance, and supplemental training to a total of 767 college students preparing to be teachers, administrators, and educational researchers. This document reports the results of a national evaluation of the EPD program for this 5-year period. The first chapter provides a program overview, reviews the need for qualified personnel in Indian education, and describes the study methods. Chapter 2 describes EPD grantees and program characteristics. The third chapter describes student participants, including the proportion who are American Indian, tribal affiliation, gender, age, location of residence, and personal educational and employment goals. The fourth chapter describes program funding and costs, including EPD allocation, allocations within projects, costs per participant, and cost differences between projects. The fifth chapter explores program outcomes, including the percentage of students who complete their studies and receive degrees, degrees obtained by project graduates, employment positions of students after they leave the EPD program, and the percentage of American Indians served in jobs held by participants. The sixth chapter summarizes the report and discusses related policy issues. Appendices contain portions of Public Law 100-297 and a Federal Register, data collection forms and results, and project abstracts. (KS)

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EVALUATION OF EDUCATIONAL PERSONNEL DEVELOPMENT PROJECTS IN INDIAN EDUCATION

FINAL REPORT

1994

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EVALUATION OF EDUCATIONAL PERSONNEL DEVELOPMENT PROJECTS IN INDIAN EDUCATION

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EXECUTIVE SUMMARY

The Educational Personnel Development (EPD) program, first authorized as part of the Indian Education Act through Public Law 93-380 (1974) and reauthorized in 1988, was designed to provide training for educational personnel to serve American Indian and Alaska Native students. The intent of the EPD program, which is administered by the U.S. Department of Education's Office of Indian Education (OIE), is to strengthen the quality and relevance of education that is provided to personnel who will either teach or administer programs for American Indian and Alaska Native students.

Federal support for the EPD program has averaged just over $2 million between FY 1987 and FY 1991. During this period, 21 institutions in 10 states received EPD grants, serving a total of 767 students.[1]

This study explored various aspects of the EPD program, including the types of institutions funded and the methods used to select grantees; their project goals in terms of the degrees offered and positions for which they were preparing students; the student populations of each of the projects; educational and support services offered to participants; recruitment mechanisms; funding and costs; and outcomes in terms of completion rates, degrees earned, student placement after graduation, and percentage of Indians served in jobs held by participants.

Nature of the Projects

To train educational personnel, the Department of Education funded a wide diversity of EPD projects during the 5-year study period. They included projects run by universities, resource centers,[2] tribal colleges, and community organizations.[3] Both undergraduate and graduate level programs were funded. Although most student participants were preparing to be K–12 teachers, projects also trained students for positions as K–12 teacher aides, college teachers, educational administrators, and educational researcher/evaluators. This diversity of types of positions for which participants were trained was especially characteristic of projects run by universities and resource centers; projects run by tribal colleges and community organizations were more likely to prepare undergraduate students for positions as K–12 teachers.

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[1] The total number of students does not include participants for 5 of the sites from which we were not able to obtain participant lists (see Appendix B on data collection).

[2] For purposes of this report "resource centers" are non-profit Indian organizations that recruit students to institutions of higher education and support them with financial aid, academic and personal counseling, job placement assistance, and through offering special classes on Indian culture and language. As used in this report, the term is not associated with technical assistance centers.

[3] Community organizations include tribes, organizations controlled by tribes, and American Indian-controlled organizations (except colleges and resource centers). Among the grant recipients in this category are two tribally controlled school boards on reservations and one PreK-8 alternative school founded by American Indian parents.

Operations of the project also varied considerably. At most projects run by universities and resource centers, students followed the same curriculum as their non-EPD peers in schools of education. Projects run by tribal colleges were diverse: some had students follow the same curriculum as other education majors; others brought in faculty from universities so that students could, without leaving the reservation, pursue more advanced educational programs not offered by the college; still others sent students to study at universities. Projects run by community organizations also either brought faculty from universities to teach classes on the reservation or sent students to study at colleges or universities.

Services Provided to Participants

Most EPD projects provided academic counseling and assistance for students, and supplemented the teacher training program offered to non-EPD students with more fieldwork/internships, more emphasis on Indian education, and/or more emphasis on Indian culture/language in order to provide special training for working with American Indian students. More than half of the projects reported having job placement agreements with K-12 schools. An additional feature of all projects that both staff and students reported as being extremely important was the creation of a sense of community among EPD students.

Direct financial support was another essential component of all projects. All of the EPD projects provided financial assistance to participants through stipends, tuition, dependent allowances, allowances for books and travel, and/or funding for research. All projects provided stipends to at least some of the students, although the amount of the stipend varied and some projects provided stipends only during the summer or during student teaching. In all cases, participants' tuition was paid for either by the EPD project or by other sources, such as the institutions that they attended. Over half of the EPD projects provided allowances for dependents.

Project Participants

In general, only American Indians were recruited by projects, although three of the projects we examined also were open to non-Indians who were preparing to work with Indian students. With the exception of one university and one resource center, which recruited students nationally, projects recruited students either from specific tribes or from a limited geographic area. Other frequently cited criteria for recruitment were students' desire to work with American Indian children and prior experience in working with American Indian children. The most frequently used method of recruitment was word-of-mouth; less often used were direct mail, newspaper advertisements, and presentations.

In addition to the fact that they were almost exclusively American Indian, the population of students served by the EPD program differed in other ways from the general population of postsecondary students in the United States. In particular, EPD students were more likely to be female and older. In the general population, 54% of postsecondary students are female, 43% are at least 25 years old, and 10% are at least 40 years old (NCES, 1991). In contrast, almost 75% of EPD students were female, 82% were at least 25 years old, and 25% were at least 40 years old.

Funding

During the 5-year period covered by this study, the federal government supported the EPD program at an average of $2.25 million per year. Project grants ranged from approximately $50,000 per year to $280,000 per year.

All projects provided stipends to at least some of the students. This expenditure accounted for 36% of total EPD dollars, making stipends the largest single category. Project staff and faculty accounted for the second and third largest categories of expenditures, accounting for 30% and 9% of all funds expended, respectively.

Expenditures of projects per student ranged from $1,163 to $19,941. Differences in per student expenditures resulted partly from the types of services provided and partly from the numbers of students served. For example, the project with the lowest per student expenditures used its $104,673 grant partially to provide classes to approximately 90 students. The project also provided tuition and partial stipends—however, only to approximately 20 students for off-campus studies during the summer. In contrast, the project with the highest per student expenditures used its $197,000 grant to fund a program for approximately 10 doctoral students All students received full stipends for themselves and dependents year around Students also received reimbursement for doctoral thesis fees charged by the university and travel to academic conferences

The study compared funding of the EPD program with the funding of two other federal programs for training education personnel, the Training Personnel for the Education of Individuals with Disabilities Program and the Bilingual Educational Personnel Training Program (EPTP). Total allocations for the programs differed substantially, the total annual allocations for the programs for training educators for students with disabilities and for bilingual students were $59.9 million (1989), and $16.9 million (1990), respectively, compared with an allocation of $2.2 million (1991) for the EPD program. Per student expenditures were $6,080 for the Training Personnel for the Education of Individuals with Disabilities Program, $4,974 for Bilingual EPTP, and $6,166 for the EPD program

Allocations of the funds did not differ greatly among the three programs · On average, projects in all three programs spent between 54% and 62% of their funds on student aid (e g., stipends, tuition, allowances for books, travel, and fees), and the remainder on programmatic and administrative costs (e g., faculty, administration, and equipment and facilities)

Success of the Projects

Overall, the EPD projects were successful, a large majority of participants (72%) attained their degrees Of those who completed their degrees, nearly all (85%) went on to work in education positions, and a large majority (80%) went on to work in jobs in education where at least half of the students served were American Indian Data from participant surveys and case studies suggest that the existence of these supportive projects made an important difference in participants' educational careers and in the number of students who are served by Indian teachers Thus, a global review confirms that the EPD program has merit and successfully meets the stated goals of the program

Policy Issues

Although the program was successful, the study uncovered several issues that policymakers should consider in decisions about future support of the EPD and similar programs These fall into three main areas (1) accountability of projects and the ability of

ED to track their progress, (2) current levels and patterns of funding, and (3) criteria for selecting EPD projects

Accountability and monitoring of projects. We found no systematic accountability process in place for the EPD program. According to EPD project directors and coordinators, most contact between OIE and the projects occurred through written communications. OIE's principal mechanism for reviewing projects is final reports. However, although projects reported providing reports to the Department of Education, two factors diminish their usefulness. First, once the reports reach ED, there appears not to be a systematic accountability process in place for tracking their receipt, review, and utilization. Indeed, policymakers and program administrators at ED do not appear to have ready access to the reports.

ED may wish to consider developing a more formalized process to ensure grantee accountability. Such a process would include reviewing grant applications, providing technical assistance to grantees, monitoring program compliance, reviewing budgets and evaluations, and monitoring program effectiveness. ED may also wish to establish a series of specific steps for monitoring incoming reports and to utilize their contents when making decisions regarding the EPD program. If such a system is already in place, ED may wish to assign a program officer to oversee the accountability processes to ensure that they are implemented effectively.

Second, final reports that we reviewed varied considerably in their thoroughness. ED should recommend a standardized way of reporting particular information, so that the final reports can be used as an accountability tool and as a means for improving program quality. At a minimum, EPD grantees should be required to provide certain statistics that would be useful in understanding the functioning of EPD as a whole. These include the number of applicants to each project, the number accepted and enrolled, the number who are American Indian and the tribes they represent, and the number who complete their programs, specifying the degree or certification received. Because one purpose of the EPD program is to increase the quality and numbers of educational personnel working with American Indian children, ED should consider requiring all grantees to conduct a follow-up investigation of the employment positions of each program graduate after exiting from the program to determine whether this purpose is being met.

Levels and patterns of funding. The discussion meetings with project directors and comments on past participant surveys revealed two aspects of the EPD funding processes that have proven to be problematic for project participants caps on stipends and the funding cycle of the entire program

Federal regulations limit the amount of student stipends to $600 per month and dependent allowances to $90 per month per dependent Project directors and participants, both on-site and in their surveys, called for a review of these limits, which have not changed for more than 15 years despite increases in the cost of living Our data do not permit an analysis of the relationship between the amount of an individual's stipend and likelihood of completing the program.[4] However, 23% of the past participants who left school without completing their degree indicated that they had dropped out because of personal financial pressures. Within its budget constraints, ED should reexamine the $600 cap on stipends

Also at issue is the typical 3-year funding cycle of the EPD program Both project directors and project participants noted that the 3-year funding cycle was, in some instances, detrimental to students' success if their academic program was 4 years In particular, where projects were not refunded, some students lost valuable financial support and were unable to complete their programs Ten percent of those who did not complete their programs reported that their principal reason for not completing them was that their EPD programs were discontinued A number of project directors at the Denver discussion meeting suggested that institutions awarding bachelor's degrees receive funding for 5 years to ensure that the participants can finish their academic programs during the funding cycle

Criteria for selecting EPD projects. Current EPD projects are very diverse, varying in project goals, degrees offered, participants served, and per capita costs ED may wish to continue to fund a variety of programs, or it may wish to focus the EPD program more narrowly Our findings show that most projects have high success rates in terms of the percentages of students completing the program and going on to serve an Indian population Thus, the decision whether to focus the EPD program more narrowly (and, if so, on which types of programs) or to continue to fund a broad range of programs should be based on whether ED wishes to train particular people for particular positions, not because one type of program is more successful than another

In making project selection decisions, ED should continue to consider the priorities of those who are benefiting from the EPD program—schools serving American Indian students and the students themselves. In their applications for grants, each of the projects is required to discuss the needs of their local communities or the needs of American Indian education as a whole, and a rationale of how the project they propose will address those needs. The current flexibility of the EPD program allows the projects to assess the needs they see for their local communities, and to develop programs that they determine will most effectively meet those needs.

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[4] Participants were not asked the amount of the stipends they received.

A second policy issue concerning project selection involves institutional capacity building. Whereas most projects used funds to pay for student stipends, tuition, and program administration, several projects also funded staff that taught courses taken by all education majors, thus building overall institutional capacity. ED may wish to pursue or restrict the use of EPD funds for such purposes.

1 INTRODUCTION

This document reports the results of a national evaluation of the Educational Personnel Development (EPD) program administered by the Office of Indian Education in the U.S. Department of Education. In this introductory chapter, we first provide an overview of the EPD program. We then review the need for qualified personnel—especially American Indians—in Indian education. Finally, we describe the study methods.

Overview and Purpose of the Educational Personnel Development Program

The EPD program, first authorized as part of the Indian Education Act through Public Law 93-380 (1974) and reauthorized in 1988, was designed to provide training for educational personnel to serve American Indian and Alaska Native students.[1] The intent of the program is to strengthen the quality and relevance of education that is provided to personnel who will either teach or administer educational programs for American Indian students.

Total federal funding for the EPD program has averaged $2,250,000 for the past 5 years. Approximately 20 projects received funding each year, serving a total of 767 students.[2] Overall, the EPD projects were successful with 72% of participants completing their programs and attaining their degrees.

Projects funded by EPD include both graduate and undergraduate programs. According to legislation, they may prepare participants to serve as teachers, special educators of handicapped or gifted and talented students, bilingual-bicultural specialists, guidance counselors, school psychologists, adult education specialists or instructors, school administrators, or teacher aides. EPD projects also may prepare participants for positions as college or university professors or administrators, or as social workers. Furthermore, projects may improve the qualifications of persons already serving American Indian students in these capacities. The common denominator is that all projects focus on special needs of American Indian students and assume (but do not require) that participants will work with American Indian students after leaving the program.

Since the inception of the EPD program, two sections of the legislation—5321(d) and 5322—have authorized grants for slightly different grantees. (The sections authorizing the EPD program under the Indian Education Act, Public Law 100-297, appear in Appendix A.) Section 5321(d), authorizes awards primarily to colleges and universities for programs in education. Under Section 5322, awards are made to Indian tribes and organizations that usually subcontract with a local university or college for undergraduate programs to train Indians for careers, mostly as teachers or teacher aides. Tribally controlled community colleges are eligible under both sections.

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[1] In this report, the term "American Indians" will generally refer to both American Indians and Alaska Natives.

[2] The total number of students does not include participants for 5 of the sites from which we were not able to obtain participant lists (see Appendix B on data collection).

The law specifies that EPD program activities may include the establishment of fellowship programs leading to an advanced degree; institutes; and, as part of a continuing program, seminars, symposia, workshops, and conferences. A grantee may also use project funds to pay stipends for participants and allowances for dependents. However, EPD projects go beyond financial support, providing students with academic and personal counseling, tutoring, organized study groups, career counseling, and job placement services.

The Need for the EPD Program

There are fewer than 2 million American Indians and Alaska Natives in the United States—less than 1% of the total U.S. population. Of these, 568,000 are between the ages of 5 and 19 (of school age), representing approximately 1% of the total student population (U.S. Bureau of the Census, 1992). According to the Indian Nations At Risk Task Force (1991), about 85% to 90% of these students attend local public schools; the remainder attend Bureau of Indian Affairs (BIA), Indian contract, or private schools.

Historically, American Indians have experienced a wide variety of social problems. Currently, the poverty rate among American Indians is more than twice the national average (U.S. Bureau of the Census, 1990); the unemployment rate is the highest of any minority group's ("Fraud in Indian Country," 1987); the suicide rate is more than twice that of other nonwhites (Hodgkinson, 1990); and the rate of death from alcoholism is approximately five times that of the total U.S. population (Indian Health Service, 1990).

In the educational realm, American Indians have made some advances over the past 20 years (Indian Nations At Risk Task Force, 1991). According to the Task Force, some indicators of progress during that period are the increases in the numbers of American Indian teachers, administrators, and university professors in the nation's public schools and universities, in the numbers of American Indians students attending college and pursuing graduate degrees, and in the number of Indian-controlled public schools. Despite these advances, however, the overall picture remains bleak. Consider the following facts:

- American Indians have the highest dropout rate of all minority groups—36%, compared with 28% for Hispanics and 22% for African Americans (NCES, 1989)
- Twenty-nine percent of Indian eighth graders had repeated at least one grade, compared with 26% of African Americans, 23% of Hispanics, 16% of whites, and 12% of Asians (NCES, 1990)
- In 1988, over 40% of American Indian and African American eighth-grade students scored in the lowest quartile on tests of history, math, reading, and science (Hodgkinson, 1990).
- According to a 1988 BIA report, American Indians are disproportionately placed in special education and learning disabled programs. Eleven percent of American Indian sophomores in public and private schools were placed in special education programs, compared with 9% of African Americans and 7% of Hispanics (O'Brien, 1990).
- As of 1990, 66% of the Indian population 25 years of age or older were high school graduates, compared with 75% of the overall population (U.S. Bureau of Census, unpublished tabulations).
- As of 1990, only 9% of the Indian population 25 years of age or older had completed 4 or more years of college, compared with 20% of the overall population (U.S. Bureau of Census, unpublished tabulations).

Poor performance levels of American Indian students have been attributed in great part to a cultural mismatch between students and their schools, resulting in curricula that are not relevant to students' culture, teachers' lack of understanding of students' learning styles, and a dearth of role models for students. Research has shown the importance of a match of pedagogy and content with children's prior knowledge and learning styles (Heath, 1983; Winfield, 1986).

The cultural mismatch between American Indian students and the schools they attend is not new. In the past, schools deliberately ignored Indian heritage, traditions, and mores for the purposes of assimilation; the goal of education was to "Americanize the natives" (O'Brien, 1990). Schools encouraged assimilation by establishing prescribed curricula and maintaining a non-Indian cultural orientation, often insensitive to the needs and values of the Indian students (Gilliland, 1988). The lack of culturally relevant materials in the classroom and involvement of Indians in decisionmaking was made public by the Merriam Report more than 60 years ago (McDonald, 1989).

Today, most curriculum still embraces a Western perspective and ignores the history and contributions of American Indians (Indian Nations At Risk Task Force, 1991). Furthermore, schools continue to be driven by Western educational standards, some of which run counter to the norms and values of American Indians, creating conflict for Indian children. Whereas the larger society defines education primarily in terms of individual effort, American Indians focus more on collaboration and "strong kinship"(McDonald, 1989). Teachers' ignorance of students' cultural norms often leads to negative interpretation of students' behaviors and other types of problems for students (McDonald, 1989; Tharpe, 1989). For example, remaining silent until spoken to, avoiding looking elders in the eye, and pausing before answering questions, which are learned by students at home as signs of respect, can inhibit participation in classroom discussions and be interpreted negatively by teachers (McDonald, 1989).

Contributing to the cultural mismatch is the isolation of many schools attended by Indian children coupled with the fact that not all teachers are from the local communities. Teachers at these schools sometimes live in predominantly non-Indian towns and face long daily commutes. For example, teachers at reservation schools at one of the EPD sites often commute 80 miles each way. The alternative is for teachers to live in the community near the school. However, this often means being away from their family and friends, and from activities to which they are accustomed, and living in high-poverty communities, many of which have serious social problems.

A study of BIA schools noted that whether living off or on the reservation, non-Indian teachers tend to develop little understanding of the culture of their students—in the first case, because they have little interaction with the students or parents outside of the school, and in both cases because they tend not to stay long at the schools; few tolerate the long commute or life in an isolated setting for more than a few years (Office of Indian Education Programs, 1988). Thus, turnover is high; according to the Office of Indian Education Programs (1988), approximately 50% of the professional positions in BIA schools became vacant during a 2-year period (1985-87). Added to teachers' lack of knowledge about students' culture, the high rate of turnover can contribute to a sense of instability and alienation from school on the part of students.

The BIA study also reported that where American Indian teachers teach American Indian students, the picture can be quite different. When these teachers are from the local community, cultural mismatch is eliminated. When they are from another community, cultural mismatch tends to be less than it would be for non-Indian teachers. American Indian teachers also create important role models for American Indian students. In addition, Indian teachers are more likely than non-Indian teachers to live in the community where they teach and take part in after-school activities and community activities. Forming an integral part of the community, they are less likely to leave. Thus, a sense of stability is created (Office of Indian Education Programs, 1988). Furthermore, simply the existence of qualified American Indian teachers in the schools may contribute to improving community attitudes toward the value of schools and schooling (Noley, 1990).

We surmise that the problems identified in BIA schools may also characterize a significant number of the non-BIA schools attended by American Indian children because of their similar rural natures. Of the 85-90% of American Indian students who attend public schools, 43% attend schools located on or near reservations (Reeves, 1989). The EPD application of a reservation-based program described a situation similar to that described in the BIA report. The non-Indian teachers who lived in towns bordering the reservation had no interaction with the children or the parents outside of the schools, contributing to an unhealthy split between the teachers and the community. The Indian teachers, however, usually lived in the community where they taught and participated in community and after-school activities.

Nationwide, there are about 27,000 American Indian/Alaska Native teachers in public and private schools, representing about 1% of the total teacher population (NCES, 1991). Although national data indicate that the number of American Indian teachers is proportionate to the number of American Indian students in the population, no national information is available about whether American Indian teachers are working with American Indian students.[3] Statements of need in EPD grant applications suggest that there are serious shortages of American Indian teachers working with American Indian students. In each location for which we have information, there is a considerably higher percentage of American Indian students than of American Indian school personnel. Consider the following examples:

- In the 31 schools on the 7 Montana reservations, Indian students comprised 62.2% of the student population. Nine of the 31 schools had an Indian population near 100%. Only 14% of the teachers, however, were Indian. Of the other professionals, such as counselors, 14% were Indian.
- In 1987, the North Dakota Department of Public Instruction reported that there were only 17 Indians certified by the state in educational administration. The Indian student population in the public schools was 5,694.
- In the three counties within the boundary of the Cherokee Nation that had the largest numbers of tribal members, 66% of the teachers were non-Indian teachers working in schools with an Indian enrollment from a low of 48% to a high of 98%. Only eight schools had Indian administrators, and only four schools had Indian counselors.

In recognition of the problems currently facing American Indian students in the classroom and the contribution of the scarcity of American Indian teachers to those problems, researchers and policymakers have recommended that more American Indians be trained as teachers to work with American Indian students. The Indian Nations At Risk Task Force recommended the "training of

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[3] Data from the NCES Schools and Staffing Survey about Indian teachers and students have not yet been released.

American Indian teachers to increase the numbers of Indian educators and other professionals and to improve the quality of instruction" (Indian Nations At Risk Task Force, 1991, p. 22). The Task Force further suggested that Indian communities build partnerships with institutions of higher education to increase the number of American Indians serving as educators and administrators.

Recommendations regarding teacher training were also made by the 1992 White House Conference on Indian Education. The final report of this conference (White House Conference on Indian Education, 1992) included three separate resolutions stressing the need to increase American Indian personnel in schools:

- Therefore, be it resolved, that the White House Conference mandates an increase in the number of Native Americans/Alaska Natives recruited, trained, and hired into the teaching profession.
- Therefore, be it resolved, that recognizing the need for Indian teachers that will effectively provide role models for our Indian/Alaska Native students, we recommend that state institutions with the assistance of federal, state, and tribal funds provide a relevant teacher training program.
- Be it further resolved, that the White House Conference on Indian Education delegates recommend that no less than $12 million be included in the FY 1993 as well as in future fiscal years for teacher training programs.

As stated on page 1, the EPD program was designed precisely to help meet the goals of training more teachers and other personnel to work with American Indian students in schools.

Purpose and Scope of the Study

Over the 18-year life of the program, little information about grantees, participants, or outcomes of EPD-funded projects has been systematically collected and assessed. The U.S. Department of Education has had little information on program operations and the effects of this program to guide decisions regarding future operations and funding. The purpose of this study is to provide a comprehensive description of the program and assess the effectiveness of EPD projects in preparing persons for careers in education that serve American Indian students. The study was designed to address the research questions shown in Table 1-1 on pages 8-9.

Data Used in the Study and Constraints

Data collection efforts included the following:

- Document review, including both available data about projects (e.g., grantee reports, project self-evaluations), as well as existing literature on other issues affecting the way that American Indian students are currently served.
- Group discussion meetings with grantees focusing on a wide range of topics concerning both the EPD program itself and Indian education in general.
- Case studies of five current EPD projects, including one resource center, two tribal colleges, one university, and one community organization.
- A mail survey of FY 1987-1991 EPD grantees.
- A mail survey of participants in FY 1987-1991 EPD projects.

A complete description of the study's data collection is provided in Appendix B.

The analyses in this report do not represent all 21 projects funded by EPD during FY 1987-1991. As discussed in Appendix B, we were unable to obtain responses to our surveys of projects from four institutions that had received grants. Also, data from past participants in projects were not available for 7 projects. Thus, some analyses are based on a subset of the 21 EPD projects. (See Table B-1 in Appendix B regarding data sources available for each project.) The numbers of cases used in the analysis are noted in each table or figure.

Furthermore, we were not able to collect various documents from the Department of Education (ED). Specifically, we were not able to obtain grant applications for five projects that had not been funded since 1988. Because of the length of time since these projects had been funded, their applications had been sent to a long-term storage warehouse and were not accessible. We also encountered problems obtaining final reports submitted by grantees to ED. When ED was not able to provide the reports, we asked the grantees themselves for copies. Although many of the grantees were able to assist us, we were not able to get a complete set of reports.

In addition, some of the data that we do have are uneven. Grant applications and final reports vary from project to project in the topics addressed, the amount of detail included, and the time frame covered. Furthermore, some projects have submitted conflicting data. For example, a final report may say that the project served 100 students, but the grantee mail survey may indicate that the project served 15 students. Whenever feasible, we checked data for inconsistencies and contacted project directors to clarify discrepancies.

Table 1-1

RESEARCH QUESTIONS

CONTEXT

1. What is the size of the pool of educational personnel serving American Indian students?
2. What are the proportions of Indian and non-Indian personnel?
3. What are the needs, e.g., in terms of enlarging this pool?
4. What is known about effective strategies for meeting these needs?

NATURE OF THE PROJECTS

5. Who are the grantees, and why were they selected?
6. What is the representation of American Indians among project leadership and staff?
7. What mechanisms are used to involve Indian communities in planning, development, operation, and evaluation of the projects, as required?
8. What services are provided to students?
9. Do students receive adequate financial, academic, social, and cultural support, including child care and other provisions for their dependents?
10. To what extent is EPD integrated with other programs that train educational personnel?
11. What is the nature and quality of training that students receive?
12. To what extent does EPD target the need for educational personnel in terms of specialization or geographic distribution?

PARTICIPANTS

13. Who are the participants?
14. What proportion are American Indian?
15. What tribes are they from?
16. Where are they located?
17. How has recruitment been handled?
18. What criteria do grantees use for eligibility and selection of participants?

FUNDING AND COSTS

19. How are grants expended?
20. What proportion of costs are paid in recruitment, salaries, tuition, stipends, allowances, support services, etc.?
21. What are costs per participant?
22. What factors explain cost differences between projects?
23. How are EPD funds complemented by other funding sources to cover stipends, allowances, teachers' salaries, indirect costs, and other expenses?

Table 1-1

RESEARCH QUESTIONS (concluded)

OUTCOMES

24. How many participants enter and finish the EPD projects?
25. How many went on to serve American Indian students, by category of education personnel and field of specialization?
26. Have they continued in education?
27. Are they involved with American Indian communities?
28. To what extent are grantees and participants satisfied with the EPD program?
29. What changes (if any) would they make?
30. Where have participants gone after EPD training, and what are they doing?

ACCOUNTABILITY

31. How do projects as implemented compare with grantee applications?
32. How does the Department monitor projects?
33. Do reporting requirements provide the Department with the necessary information?

POLICY ISSUES

34. Is the EPD program successful in preparing persons for careers in education that serve Indian students?
35. To what extent have EPD projects become institutionalized?
36. To what extent have grants been renewed and projects continued under EPD sponsorship?
37. What aspects of the program should be maintained, and what aspects changed?
38. What changes, if any, should be made in the Department's reporting forms and monitoring system?
39. What mechanisms are needed to monitor success of the EPD projects?
40. What distinguishes successful projects?
41. What characteristics can serve as models for selecting new projects?
42. What kinds of grantees or institutions have been most successful?

Organization of the Report

This report describes all projects for which we could obtain information supported by the EPD program from 1987 to 1991 in the interest of helping the U.S. Department of Education improve the program's operation. Chapter 2 describes the EPD grantees, including the types of grantee institutions and their regional representation. It also describes project characteristics such as target student populations, project goals, grantee support to students, coordination with other educational institutions, project staffing, and involvement of the Indian community.

The third chapter describes the participants themselves, the proportion who are American Indian, the tribes with which they are affiliated, and more descriptive data about the participants, including gender, age, location of residence (e.g., Indian reservation or rural, suburban, or urban area), and personal educational and employment goals. It also explores methods of recruitment and criteria used by grantees to select individuals for participation in the program.

The fourth chapter describes the funding and costs of the program, including EPD allocations, allocations within projects, costs per participant and cost differences between projects, and a brief discussion of alternative funding sources. It also compares EPD funding with that of two other federally funded postsecondary personnel training programs—Bilingual Educational Personnel Training and Training Personnel for the Education of Individuals with Disabilities.

The fifth chapter explores program outcomes, including the percentage of students who complete their studies and receive their degrees, degrees obtained by project graduates, employment positions of students after they leave the EPD program, and the percentage of American Indians served in jobs held by participants. It also discusses the importance of the EPD program to participants.

The sixth chapter summarizes the report and discusses policy issues for the EPD program. Included is a discussion of the accountability and implementation processes for the EPD program, funding issues, and considerations for grantee selection.

2 NATURE OF THE PROJECTS

We begin this chapter on the nature of the EPD projects by presenting profiles of four projects based on our case studies. The projects profiled by no means represent all EPD projects, however, they provide an introduction to the diversity among EPD projects.[4] Following the four profiles, we review the EPD selection process and characteristics of EPD grantees from 1987 to 1991. We then present available data that characterize the projects themselves

Project Profiles

A National Leadership Program

Although the American Indian population of Pennsylvania is relatively small, comprising less than 1% of the state's total population, the ***Pennsylvania State University*** *has operated the* ***American Indian Leadership Program (AILP)*** *for more than 20 years. In contrast to many other programs that seek to fill a local need and serve a local population, the program operates at a national level. Needs of American Indians nationally are addressed and students are recruited from all areas of the country. Past AILP participants have served in the top leadership positions of professional organizations, such as the National Indian Education Association and the American Indian Higher Education Consortium.*

According to AILP, educational research and evaluations are needed to provide the bases on which to make decisions regarding the low achievement levels of American Indian children. However, educators must also understand American Indian culture to conduct such research and evaluations. Therefore, the primary goal of Penn State's 1989-1991 EPD program was to prepare doctoral students for positions as researchers and evaluators in American Indian school systems. Because of the serious threat that alcohol and drug abuse constitutes for American Indian schools and communities, training emphasized evaluation of school- and community-based alcohol and drug abuse prevention programs.

Students' course of study was similar to that of other graduate students in education at Penn State, but the EPD program offered more intensive academic and student support services as well as closely guided research experience. Two key staff members (the project director, who is an American Indian, and a faculty member, who is not) are national experts on alcohol and drug abuse prevention programs and served as mentors for the 10 doctoral candidates. In addition, students were able to participate in research and evaluation projects of Penn State in BIA day schools and tribal contract schools, and at an Indian magnet school where an alcohol abuse

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[4] See Appendix B for brief descriptions of all FY 1987-1991 EPD projects.

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prevention program was being implemented. AILP also conducted a 3-credit weekly seminar on Indian Education, led by the EPD project director, and sponsored an American Indian Student Association. Participants received stipends of $600 per month plus $90 per dependent from the program as well as costs of travel to conferences. The university supplemented stipends by $200 a month to bring them up to the level of other students' stipends, and paid tuition for all participants.

An Education Triumvirate: An Indian Resource Center and Two Universities

***The American Indian Resource Center (AIRC)** is an incorporated, nonprofit organization located in Tahlequah, a small town in eastern Oklahoma. AIRC has negotiated with Northeastern Oklahoma State University and the University of Arkansas to admit eligible EPD participants to their graduate colleges—Northeastern for a Master of Education degree and Arkansas for a Doctor of Education. The Center serves a region that encompasses eastern Oklahoma and a portion of western Arkansas. Within this region reside a number of Indian tribes, but the ones primarily served by AIRC are the Five Civilized Tribes—Cherokee, Choctaw, Chickasaw, Creek, and Seminole. In addition to the cooperation developed with the two universities, AIRC has built strong relationships with rural public schools, Sequoyah Indian School, Bacone Junior College, and Indian tribal organizations—the Cherokee Nation and the Cherokee Heritage Center, the Choctaw Nation, and the Creek Nation—to serve as practicum sites for participants.*

AIRC is housed in a storefront office in a shopping area in the center of Tahlequah. It provides a pleasant, efficient environment that supports meetings among staff members and between participants and staff, and also allows for informal gatherings of students. This EPD project supports between 7 and 10 students each year with $600 month stipends, and also provides for faculty members to work with participants to guide their research and coordinate activities.

A high level of commitment is required of AIRC participants—the master's program must be completed within 12 months. To accomplish this, students must take 15 units per semester, 3 of them in American Indian studies. Major fields of study are in counseling, school administration, and junior college teaching. The requirement to achieve a degree in a short time frame seems to have effectively screened out potential program dropouts. Since 1985, all 50 American Indian students funded by the EPD program have completed their master's degree. Of these 50, 33 are working in public or Indian-controlled elementary and secondary schools, 4 in postsecondary institutions in eastern Oklahoma, 6 in tribal education programs, 4 in government agencies providing services to American Indians, 2 in Indian organizations, and 1—a law school graduate—is working on Indian environmental concerns while waiting to take the state bar examination.

Participants say that the program works for three reasons: the level of commitment that is required of them, the support they receive from project staff and faculty, and the monthly stipend they receive.

Training American Indian Teachers in a Tribal College

***Oglala Lakota College** (OLC) is the largest of the 24 tribally controlled colleges in the United States, and one of two tribally accredited 4-year colleges located on Indian reservations in this country. Located on the Pine Ridge Reservation in South Dakota, OLC was chartered in 1971 by the Oglala Lakota Indian tribe and is directed by a board of trustees consisting of tribal members. OLC operates nine District College Centers to serve approximately 850 students (90% American Indian and 65% female) across the 7,000 square mile extension of the reservation. Elementary education is one of the main programs at OLC; as of 1992, 34% of the 421 associate's degrees and 50% of the 65 bachelor's degrees the college had awarded were in elementary education. All students at the college take a 15- to 17-unit sequence in Lakota studies.*

In its application for EPD funding for FY 1989, OLC decried the poverty and low educational levels of the reservation, noting that 90% of the reservation families were living below the poverty level, according to the 1980 U.S. Census of Population and Housing, and that 71% of Oglala Sioux Indians who completed eighth grade dropped out of high school before graduation, according to a study conducted by the tribe. Low performance levels of students leading to high dropout rates have been attributed, at least in part, to cultural mismatches between students and teachers. Only 33% of the teachers in the 24 K-12 schools on the reservation were American Indians.

OLC sought to improve education for the students in K-12 schools on and near the reservation by providing a high-quality program for education majors who were likely to remain on the reservation after graduating. OLC's goals at the time of applying for funding were: (1) to add two new courses to its elementary education curriculum (Computer Assisted Learning and Micro Teaching); (2) to build a secondary education major by funding four new courses (Adolescent Psychology, Methods and Media for Secondary Schools, Reading in the Content Areas, and Secondary Student Teaching); (3) to offer four inservice training sessions per year to teachers on the Pine Ridge Reservation; and (4) to install a computer management system to assist faculty in advising students and scheduling. Over the course of the grant, the first goal was modified; instead of adding the two new courses, OLC included content from the proposed courses in already existing courses. The third goal was eliminated completely because of budget cuts. Project funds were used primarily to pay for instructors' salaries and computer equipment. Because all courses are required, all education majors were EPD participants.

Education majors at OLC must do a 15-week practicum on the reservation, but away from their home school. Although students' financial aid typically consisted of Pell grants, during student teaching periods students received a stipend of $375 per month from EPD funds and, as appropriate, $90 per dependent. Students who met criteria for Pell grants in addition to EPD stipends received both.

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Building Schools to Serve the Reservation Community

Isolated from the nearest town by 53 miles of mountainous roads, the Ramah Navajo Reservation in West-Central New Mexico is home to the 3,000 members of the Ramah Navajo tribe. Before 1970, children on the reservation attended BIA boarding schools; however, in that year, the ***Ramah Navajo School Board*** *established the Pine Hill Schools. K-12, early childhood, and adult education are now provided on the reservation in one elementary, one middle, and one high school.*

Since the schools were founded, most teachers have been non-Indians from outside the community. However, most of these teachers have stayed only a few years, mainly because of the isolation of the reservation, but also because of other factors such as problems associated with alcoholism on the reservation. In the 1992-93 school year, for example, 10 of the 20 non-Indian teachers will leave. In addition to the environment of instability it creates, such turnover is problematic because students are taught by outsiders who have not had the chance to learn and understand their culture.

Ramah Navajo's strategy for improving the learning environment for its students has been to train community members who work as paraprofessionals (teacher aides and clerical staff) in the schools. It received its first grant for this purpose in the mid-1970s under Title VII of the Elementary and Secondary Education Act. The teachers trained under this program have since formed the backbone of the schools' staff, and one is now the principal of Pine Hill Elementary.

During the FY 1987-1991 period covered by this report, Ramah Navajo schools used EPD funds to provide the opportunity to five community paraprofessionals to complete bachelor's degrees in education and achieve certification. The School Board worked in close collaboration with the University of New Mexico to develop an individualized course of study for the project participants, who took classes during fall and winter semesters at the UNM Gallup campus on a part-time basis while continuing in their jobs at Pine Hill Schools, and on a full-time basis at UNM Albuquerque during the summers. Tuition for all students was paid for by the project, which also provided tutoring, counseling services, an allowance for books and supplies, and reimbursement for travel to and from the UNM Gallup campus, 58 miles from the reservation. The project located housing for students who relocated to Albuquerque during the summer and used stipend funds to pay their rent ($425 per month). During that period, students were also given stipends of $90 per dependent. Although none completed bachelor's degrees during the funding period, three of the five participants made significant progress and have since continued in the program. To date they have completed 40 to 50 credits and have been on the dean's list several times. The other two participants, both of whom had heavier family responsibilities, did not stay in the program.

A second component of the program was inservice training for certified teachers. The geographic isolation of the district makes it difficult for teachers in the Pine Hill Schools to take inservice training. Thus, Ramah Navajo used EPD funds to offer for-credit graduate-level courses, such as "Reading in the Content Area" and "The Reading/Writing Process," on the Pine Hill campus. Several day-long inservice training sessions were also offered each year. Approximately 37 teachers participated in the training each year.

EPD Grantees

Between 1987 and 1991, 21 institutions received EPD grants. In this section, we describe the process by which they were selected, the types of institutions selected, and their geographic location.

The Selection Process

EPD awards grants under two separate sections of P.L. 100–297 (Sections 5321(d) and 5322), as we discussed in Chapter 1. Separate competitions are held for applications submitted under each section. The number of grants awarded under each section depends on the funds available after funds are committed to continuation awards from prior years (grants typically run for 3 years). For example, there was no competition for FY 1993 and none is anticipated for FY 1994 because all project funds were, and will continue to be, committed for continuation awards.[5] Selection criteria have varied somewhat over the years. Here, we describe the process and criteria used during FY 1987-1991, the years covered by this report.

The legislation stipulates that institutions applying for funds demonstrate that parents and representatives of Indian communities participated in the planning and development of the project and that provisions would be made for them to participate in the operation and evaluation of the project.[6] Applicants also must have warranted that the project would make appropriate provisions to admit participants who were currently serving or anticipated serving Indian children in private nonprofit K–12 schools.

Applications that met the above criteria were distributed to reviewers for evaluation according to the criteria shown in Table 2-1. OIE formed a series of two-member panels for this purpose, consisting of one reviewer from the Office of Elementary and Secondary Education of the U.S. Department of Education and one outside reviewer. All outside reviewers were American Indians. Reviewers were selected from individuals with expertise in education who had submitted resumes to OIE for this purpose. In selecting reviewers for any given competition, OIE attempted to achieve a national geographic balance; however, reviewers could not read applications for which there existed potential conflicts of interest (e.g., from their own tribe).

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[5] Personal communication from J. Wade, Acting Director, OIE, 1/14/93.

[6] Unless otherwise noted, information in this section is taken from 34 CFR Ch II Part 256—Educational Personnel Development (7-1-90 Edition). Part 256 and P.L. 100-297 are reproduced in their entirety in Appendix A.

Table 2-1

CRITERIA FOR EVALUATING EPD APPLICATIONS

Criterion	Factors to Be Considered	Possible Points
Quality of plan of operation	• Clear statement of purpose. • Measurable, achievable objectives. • Activity plan with timeline techniques designed specifically to enable project to meet the needs of Indian students. • Plan for effective administration of the project.	25
Need for type of personnel to be trained	• Conclusions and evidence from current needs assessment or other documentation.	20
Quality of key project personnel	• Qualifications of project director and other key staff, including past experience and training related to project objectives. • Time commitments of staff to the project. • Extent to which Indians are given preference in hiring.	15
Likelihood that project participants will serve Indian students as educational personnel or ancillary educational personnel on completion of training	• Policies that increase the likelihood that participants will serve in such positions. • Evidence that participants will be able to obtain such positions on completion of training.	10
Budget adequacy and cost effectiveness	• Project budget is adequate to support proposed activities. • Costs are reasonable in relation to project objectives.	10
Quality of project evaluation plan	• How well evaluation will measure project's effectiveness in meeting each objective. • Impact of the project on participants. • Procedures for periodic assessment of the project's progress. • Modification of project if necessary.	10
Adequacy of resources	• Adequate facilities. • Adequate equipment and supplies.	10

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Each panel evaluated approximately 12 applications, with each member reading and rating each application separately and then sending scores to a panel moderator who reviewed the ratings. In cases where panel members assigned widely disparate total scores (usually 20 points out of 100) or individual criterion scores showed an unreasonable difference (i.e., one reviewer assigned a zero for "quality of key project personnel" and the other assigned a ten), the panel moderator convened the reviewers to review and assess their ratings. Such a meeting provided an opportunity for one or both readers to amend their scores, although concordance of ratings was not mandatory. Each reviewer's scores were then standardized using the following formula:

$$\left[\frac{\text{reader's score of proposal} - \text{mean score given by reader to proposals}}{\text{standard deviation of scores given by reader}}\right] \times \text{standard deviation of proposals read by all readers} + \text{mean score of proposals read by all readers}$$

In addition to reviewers' scores, applications were assigned priority points according to the criteria shown in Table 2-2. The purpose of these points, which were established by regulation (49 FR 23774, June 7, 1984, as amended at 54 FR 20484, May 11, 1989), was to increase the participation of Indian institutions and participants in the program, as well as to increase the likelihood that students would complete at least 4-year degrees under the project.

Table 2-2

PRIORITY POINTS FOR EPD APPLICATIONS

Criterion	Type of Project		Priority Points
	Section 5321(d)	Section 5322	
All participants are enrolled in a course of study resulting in a degree at the bachelor's level or higher or are enrolled in courses beyond the bachelor's degree.	X	X	10
Applicant is an Indian institution of higher education.	X		10
100% of participants will be American Indian.	X		10
Applicant is an Indian institution of higher education, Indian tribe, or Indian organization.		X	15

A total score for each proposal was calculated by adding the mean of the reviewers' standardized scores to the priority points, and applications were ranked according to this total score.

Applications were then sent to the Office of Grants and Contracts for funding. In general, available funds were allocated to projects according to rank, starting with the highest and working downward until funds were depleted. Exceptions to this standard procedure occurred when OIE had knowledge that an applicant whose application was ranked highly enough to be funded had a poor record of past performance in terms of use of funds or rate of success (e.g., low graduation rates).[7] In such cases, OIE sent the application with others to the Office of Grants and Contracts with a recommendation against funding the project.[8]

Institutions That Received EPD Grants

Institutions receiving EPD grants in FY 1987-1991 included universities, resource centers, tribal colleges, and community-based organizations. In Table 2-3 we show grantee institutions for the 5-year period by institution type, noting that universities have been the most common type of institution to receive EPD grants. Below we provide a description of organizations in each of these categories.

> **Universities.** This includes public and private institutions of higher education that grant 4-year and advanced degrees, excepting institutions chartered by American Indian tribes, which are included under the "tribal college" category in this report.
>
> **Resource Centers.** As used in this report, this term refers to nonprofit Indian organizations that seek to create a bridge between American Indian students and universities.[9] Typically, they recruit, orient, provide financial aid and academic and personal counseling, monitor students' progress, and assist students with job placement. Many also have special classes on Indian culture and language. An additional mission of these centers is to provide a community for students away from home.
>
> **Tribal Colleges.** These colleges are chartered by an American Indian tribe and are typically located on or near a reservation. At present, all but two tribal colleges in the United States are 2-year institutions, providing associate's degrees, vocational education, and adult education. The two 4-year colleges are included in our sample (Oglala Lakota and Sinte Gleska, which has this year begun to develop a master's program). The mission of tribal colleges is to provide postsecondary education

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[7] Regulations allow consideration of past performance of applicants under Section 5321(d) (see 34 CFR Ch II, Section 256.33). Consideration of past performance of Section 5322 applicants is not addressed by legislation or regulations.

[8] Personal communication from J. Wade, Acting Director, OIE, 3/31/93.

[9] As used in this report, "resource center" is not synonymous with "technical assistance center."

Table 2-3

INSTITUTIONS RECEIVING EPD GRANTS IN FY 1987-1991

Type of Institution	Name of Institution	Years of Grants
Universities	Humboldt State University, CA	89-91
	Montana State University	87-91
	Montana United Scholarship Service	87-88
	Oklahoma State University	87-88
	Pennsylvania State University	88-91
	University of California at Los Angeles (UCLA)	87-88
	University of North Dakota	87
	University of Oklahoma	87-88
	University of Wyoming	87-88
Resource Centers	American Indian Research and Development, OK	89-91
	American Indian Resource Center, OK	87-91
	Cross-Cultural Education Center, OK	87-91
Tribal Colleges	Blackfeet Community College, MT	88-91
	Oglala Lakota College, SD	87-91
	Sinte Gleska College, SD	87-90
	Stone Child College, MT	89-91
Community Organizations	Indian Community School, WI	87-88
	Menominee Indian Tribe, WI	87-91
	Ramah Navajo School Board, NM	89-91
	Sisseton Wahpeton School Board, SD	87-88
	Utah Navajo Development Council	87-88

Source U.S. Department of Education

with a tribal focus, in a setting that does not necessitate students' leaving their homes, and among students and staff who share a culture and language. Many offer classes in the language and culture of the tribe and integrate tribal culture into other classes.

Community Organizations. As used in this report, community organizations include tribes, organizations controlled by tribes, and American-Indian-controlled organizations (except colleges and resource centers). Thus, among the grant recipients in this category are two tribally controlled school boards on reservations and one PreK-8 alternative school founded by American Indian parents in a major metropolitan area.

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Organizations in 10 states received EPD funds during FY 1987-1991 (Figure 2-1). These have tended to be states with large American Indian populations (e.g., Oklahoma, California, New Mexico) and/or large reservations (e.g., South Dakota, Montana). Almost 40% of programs were tribally based, as illustrated by the Oglala Lakota and Ramah Navajo projects described at the beginning of this section.[10]

Characteristics of EPD Projects

EPD projects vary along a number of dimensions: their target student populations, goals for their participants in terms of types of degrees and positions, the programs and support they offer to participants, their coordination with other educational institutions, their staffing, and the way in which they involve the Indian community. In the rest of this section, we discuss the characteristics of EPD projects along each of these dimensions.

Target Student Populations

Regardless of the terms in which one conceptualizes a target student population—racial/ethnic identity, tribal affiliation, geographic origin, or educational credentials—there was some variation among EPD projects. Table 2-4 describes the target student populations for each project. All the projects targeted American Indians, although three projects—Blackfeet Community College, Ramah Navajo School Board, and the Menominee Indian Tribe—did not completely restrict participation. Interestingly, these three projects were tribally based projects. Blackfeet Community College stated in its application that the project would give "last priority to non-Indians with substantial experience working with Indians." The main purpose of the Ramah Navajo project was to train Indians working in the school system as teachers; however, the project also included some inservice training for existing (non-Indian) teachers, and Menominee's application stated that spouses of Indians could participate in the program, although Indians would be given preference.

Most projects serve local populations. Only 12% of the projects for which data were available recruited nationally (Penn State and American Indian Research and Development, Inc.).[11]

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[10] Other tribally based programs include Blackfeet Community College, Stone Child College, Sinte Gleska College, Sisseton Wahpeton School Board, Menominee Indian Tribe, and Utah Navajo Development Council.

[11] See Table B-1 for availability of data from various sources. We have used percentages in our analyses. Please check the tables and figures for the numbers of projects involved. Note that differences in just one or two projects can shift percentages considerably.

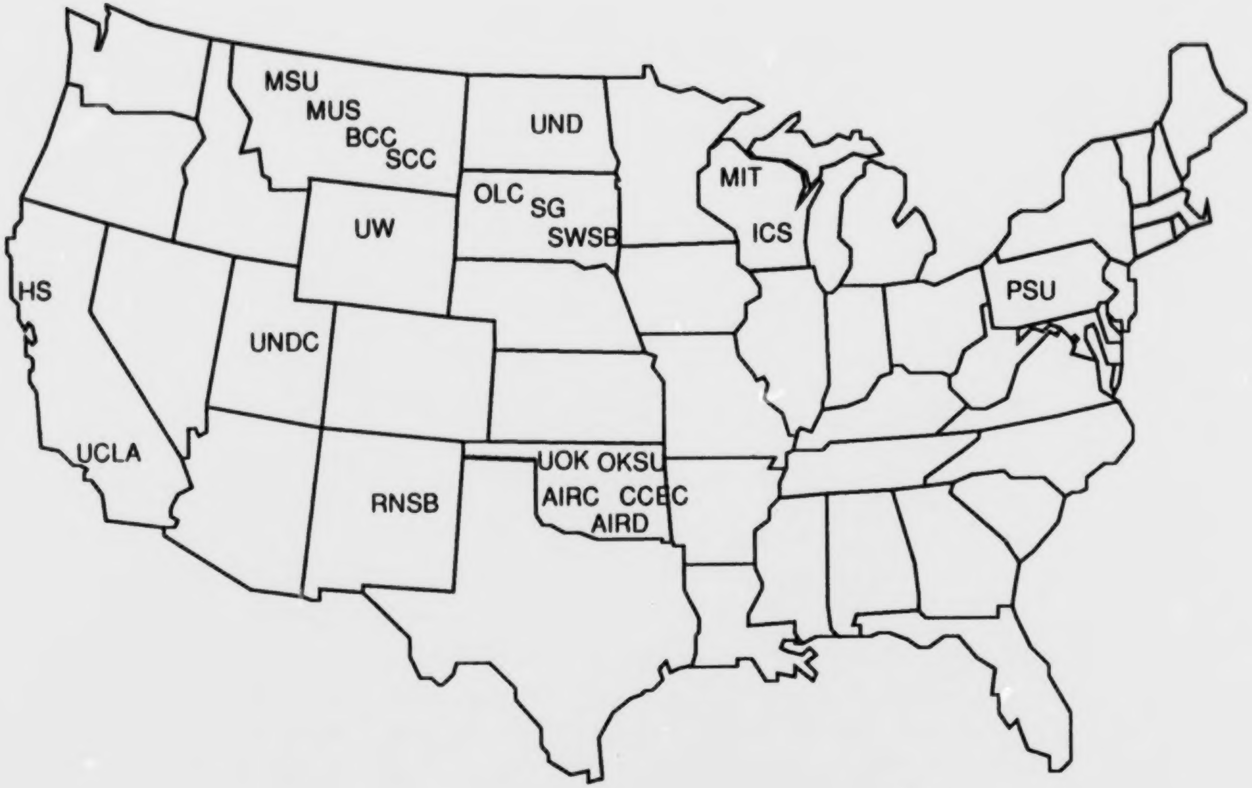

FIGURE 2-1 LOCATION OF EPD-FUNDED INSTITUTIONS FY 1987-1991

Table 2-4
TARGET POPULATIONS OF EPD PROJECTS

	Target Population		
	American Indians Only	**Persons from Specific Tribes or Geographic Location**	**Persons with Particular Educational Level**
Universities			
Humboldt State	X	Program recruited only in CA, OR, and WA, but did not restrict others from participating in program	Undergraduates, bachelor's degree
Montana State	X	Tribally enrolled members from MT, ND, or SD	Bachelor's degree
Montana United Scholarship Service*	X	Program recruited in Great Falls area and on 7 Montana reservations	No requirement
Penn State	X	No restrictions	Bachelor's degree
University of North Dakota	X	4 Indian Reservations in ND	Bachelor's degree
University of Oklahoma*	X	No data available	Bachelor's degree, preferably with some graduate hours
University of Wyoming	X	Arapaho and Shoshone from Wind River Reservation	Undergraduates
Resource Centers			
American Indian Research and Development, Inc.	X	No restrictions	Bachelor's degree
American Indian Resource Center	X	E. Oklahoma	Bachelor's or master's degree with teaching certificate
Cross-Cultural Education Center	X	Cherokee	Undergraduates with 24 credit hours
Tribal Colleges			
Blackfeet Community College		Preference given to individuals from 6 SD reservations near participating tribal colleges	Undergraduates with some college credits, bachelor's degree
Oglala Lakota	X	Oglala Sioux	Current education majors at Oglala (undergraduates)
Sinte Gleska	X	From Rosebud Reservation	Bachelor's degree
Stone Child	X	From Rocky Boy Reservation	No requirement
Community Organizations			
Indian Community School	X	Program recruited locally, but admission was not restricted	Undergraduates
Menominee		Preference given to Menominee	Undergraduates with some college credits
Ramah Navajo		Preference given to Ramah Navajo	No requirement

Source: EPD grantee applications.
*Source: personal communication from project director.

Another 19% did not *restrict* participation to individuals from particular tribes or geographical areas; however, they *recruited* in a limited geographic area. Specifically, Humboldt State recruited in California, Washington, and Oregon, Montana United Scholarship Service recruited in Montana; and the Indian Community School recruited in the Milwaukee area. Target populations for all other projects were *restricted* by either geography or tribal affiliation.

In terms of educational level of participants, 59% of the projects targeted participants with bachelor's or master's degrees, while 59% sought undergraduate students.[12] (Percentages sum to more than 100 because three projects targeted both.) Among projects run by universities and resource centers, 70% targeted students with bachelor's or master's degrees, while 40% targeted undergraduates. In contrast, 85% of projects run by tribal colleges or community organizations targeted individuals without a college degree, and only 43% targeted people with a bachelor's degree. (Two projects targeted students both without and with bachelor's degrees.)

Among all the projects that targeted undergraduates or had no requirements regarding educational level, a third required students to have completed a minimum number of credit hours. Reasons for this requirement varied. In the case of Blackfeet Community College, it was to ensure that students could finish their bachelor's degree by the end of the funding cycle. Cross-Cultural Education Center's requirement, that students must have completed 24 credit hours, corresponded to the requirement for entrance to the Education program at Northeastern State University, which was the program attended by all Cross-Cultural Education Center participants. In contrast, Stone Child College and Montana United Scholarship Service targeted students with no college experience in addition to students with some college. One stated purpose of Stone Child's program was to "bridge the gap" between high school and 4-year colleges.

The target populations for several projects were more specific than simply tribal affiliation and educational level. In particular, Ramah Navajo targeted primarily paraprofessionals in the school system, Indian Community School targeted only people who would be aides at that PreK-8 school, and Oglala Lakota's program served all education majors at the college.

Project Goals for Students

To examine the goals of FY 1987-1991 EPD projects, our survey asked grantees, "What were the project's goals for the students participating in the EPD program?" and "For what type of position did the project prepare its EPD students?" Survey responses indicated that EPD projects

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[12] The targets discussed in this subsection refer to students' educational levels *before* participating in the program. The following subsection discusses *educational goals* of the various projects for their students.

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included both graduate and undergraduate programs, and offered degrees ranging from associate to doctoral level (Table 2-5).

Table 2-5

GOALS OF FY 1987-1991 EPD PROJECTS, BY PROJECT TYPE

	Percentage of Universities and Resource Centers (n=10)	Percentage of Tribal Colleges and Community Organizations (n=6)	Percentage of All EPD Projects (n=16)
Degree goals for students			
A.A.	10	50	25
B.A. or B.S	30	100	56
M.A. or M.S.	80	17	56
Ph.D. or Ed.D.	60	0	37
Types of positions			
Teaching positions	100	100	100
Tribal educator	100	83	94
Elementary school teacher	60	100	75
Junior high/high school teacher	70	100	81
Special education teacher	40	50	44
College teacher	70	0	44
Teacher aide	10	67	31
Administrative positions	100	17	63
Tribal administrator	90	0	56
School principal	70	17	50
Other school or district administrator	90	17	56
Other positions	100	17	69
Researcher	60	0	38
Social worker or counselor	60	17	44
Other administrator	20	0	12

Source: EPD Grantee Surveys.

Projects run by universities and resource centers (which had agreements with universities) tended to offer advanced degrees more than undergraduate degrees. Eighty percent of such projects reported offering master's degrees, and 60% reported offering doctoral-level degrees.[13] In contrast, projects run by tribal colleges and community organizations reported offering primarily bachelor's degrees. For the most part, the difference in degree level of programs is a direct function of the capabilities of the institutions. Nevertheless, it is important to note that EPD projects at several tribal colleges offered students degrees beyond what the colleges themselves were able to award by bringing instructors in from other universities to teach classes or by having students attend classes at other universities. Specifically, Blackfeet and Stone Child are 2-year colleges, yet Blackfeet's EPD program's goal for program students was a bachelor's degree, and Stone Child's goals included bachelor's and master's degrees. The connections between EPD projects and other colleges are discussed more fully below.

Given the degrees offered by each type of institution, it is not surprising that the different types of institutions prepared participants for different positions upon graduation. Among the types of positions for which projects reported preparing participants were K-12 classroom teachers, special educators of students with disabilities or of gifted and talented students, bilingual-bicultural specialists, guidance counselors, school psychologists, adult education specialists, school administrators, teacher aides, college or university professors or administrators, and social workers. EPD projects in universities and resource centers prepared participants for administrative and teaching positions at the college and K-12 levels. In contrast, tribal colleges and community organizations focused primarily on preparing participants to be teachers.

In projects where students were being prepared to be teachers, the project goal was often for the students to teach at a particular location. One of the stated goals of all tribally based organizations (whether colleges or community organizations) was to have teachers to work with their particular populations. Most projects had no binding agreements with students to ensure this outcome; however, at Ramah Navajo, participants' stipends were given on a loan basis on the condition that they work 1 year in reservation schools for every year of stipend they received.

Student Services

In keeping with their primary goal preparing students to work in educational institutions serving American Indian students, most EPD projects reported providing a range of educational experiences that combined traditional training of future teachers with activities related directly to

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[13] Percentages shown in Table 2-5 differ slightly from what might be inferred from Table 2-4 as a result of differences in the projects excluded because of missing data from various sources. See Table B-1 regarding availability of data from each source.

American Indians (Table 2-6). For example, 88% of projects reported offering courses in instructional methods and 73% provided courses in special issues related to teaching American Indians. Ninety-three percent of projects (all but one) reported providing courses on Indian language and/or culture. Most EPD projects also reported offering traditional student teaching assignments, but generally combined these with some type of practicum experience in Indian communities.

The University of Wyoming project illustrates the constellation of services typically provided by EPD projects. This project was designed to provide coordinated support for 12 to 15 students annually to ensure that they graduated and were placed in schools that serve American Indian students. In addition to financial assistance, the project included special courses and services. Seminars on the impact of Indian heritage on the Indian student as a learner and specialized training in the culture of American Indians were mandatory parts of the program. In addition, each student was assessed for academic and personal/social skills on entrance to the program and received an individualized education plan designed to ensure his or her progress through the program. Students' progress was regularly assessed in relation to that plan and necessary adjustments were made. When necessary, project staff consulted with students' instructors. Tutoring was provided, as well as a regular study hall during the week. Any student receiving less than a 3.0 GPA was required to attend the study hall. In addition, students' practice teaching took place in schools on or near a local reservation. Project staff assisted students in job placement by helping them with resume writing and dissemination to the campus offices.

It appears from open-ended comments of grantees in the grantee survey that EPD projects as a group offered participants an educational experience different from that available to other students. Eighty-seven percent of grantees reported that EPD curriculum differed from the "regular curriculum." Their comments fell into three major categories: more fieldwork/internships (26%), more emphasis on Indian education (26%), and more emphasis on Indian culture/language (33%). For example, the EPD program at Humboldt State required students to take a series of seminars that focused on teaching American Indians. These seminars were part of the general course offerings and, thus, open to other students; however, they were not mandatory for non-EPD education majors. The EPD program at Penn State included weekly seminars on American Indian culture that were not open to non-EPD students. Similarly, all three resource centers offered classes or seminars on Indian education and/or Indian culture that were not available to university students who were not part of the resource centers' programs.

Table 2-6

MAJOR FEATURES OF FY 1987-1991 EPD PROJECTS

	Percentage of Projects Providing Feature (n=16)
Courses provided	
Instructional methods	88
Teaching American Indians*	73
Indian language and/or culture*	93
Social problems of Indian communities	87
Parent involvement*	73
Other	94
Opportunities offered by project	
Community involvement	100
Internships/practicums in schools	94
Student teaching	75
Project requirements	
Written papers	100
Oral presentations	100
Research project	94
Other features of project	
Project aids interaction among participants who are American Indian	100
Project provides leadership skills	94
Project teaches students how to work as a team	100

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* n = 15.

Source: EPD Grantee Surveys.

It is less clear whether the curriculum of EPD students at tribal colleges differed from the curriculum of other students with the same major. Survey data regarding differences in curricula are available for only two tribal colleges, one of which indicated that there was no difference and the other indicating that there was a difference, the nature of which depended on the individual student, most likely referring to the fact that upper-division EPD students attended classes at a 4-year university. The question was not relevant to a third tribal college (Oglala Lakota), where EPD funds were used to pay for required classes in the education curriculum. Thus, all students at that college are EPD students and there are no non-EPD students with whom their experiences can be contrasted.

EPD projects typically reported providing a combination of financial, academic, and personal services to participating students, beyond those that other students received at their institution.[14] Every project provided financial support of some type, and 93% reported that they provided financial support to at least 75% of their students (Table 2-7). All projects provided stipends to at least some of their students. However, funding applications indicate that some projects provided stipends only during summers or during student teaching. For example, Ramah Navajo and Blackfeet provided stipends when students took summer classes away from the reservation, leaving their homes and their jobs, and Oglala Lakota and Stone Child paid stipends to participants only during their student teaching period. Tuition was paid for by all projects represented in Table 2-7 except the American Indian Research Center, which indicated that most of its students had no problem getting help with tuition from other sources.[15] In the case of Penn State (which is excluded from the analysis in Table 2-7), the university donated EPD students' tuition. Unlike many educational support programs, more than half of the EPD projects reported providing support for participants' dependents in the form of direct stipends.

All of the EPD projects also reported providing some type of academic services. Specifically, all reported providing academic counseling, and all but one university, one tribal college, and one school district reported providing free tutoring.

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[14] Participants were asked to report the financial support and other services they received from the EPD project. The information provided by grantees was consistent with the information provided by the participants.

[15] Personal communication from AIRC staff, 1/25/93.

Table 2-7

PERCENTAGE OF FY 1987-1991 EPD PROJECTS OFFERING VARIOUS TYPES OF SERVICES

Type of Service	Projects Providing Any Level of Service		Projects Providing Service to at Least 75% of Project Students	
	Percent	n	Percent	n
Financial	100	15	93	14
Stipend*	100	15	71	14
Tuition	93	14	83	12
Allowance for books	69	16	64	14
Dependent stipend	56	16	21	14
Allowance for transportation	19	16	19	16
Funding for research	20	15	7	14
Academic services	100	16	92	13
Academic counseling	100	16	92	12
Free tutoring	81	16	50	14
Organized study groups	69	16	43	14
Career counseling/job placement service	100	15	75	12
Support services**	100	16	100	14

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* Includes projects that pay stipends only part of the time.

** Includes encouragement to continue in program, personal counseling, and free or low-cost child care.

Source: EPD Grantee Surveys.

Coordination with Other Educational Institutions

To assess the extent of coordination of EPD projects with other educational institutions, we examined the relationships of projects run by universities and tribal colleges with other universities and/or colleges, and the relationships of all projects except those run by school districts with K-12 schools. All FY 1987-1991 EPD projects had some type of relationship with other educational institutions.

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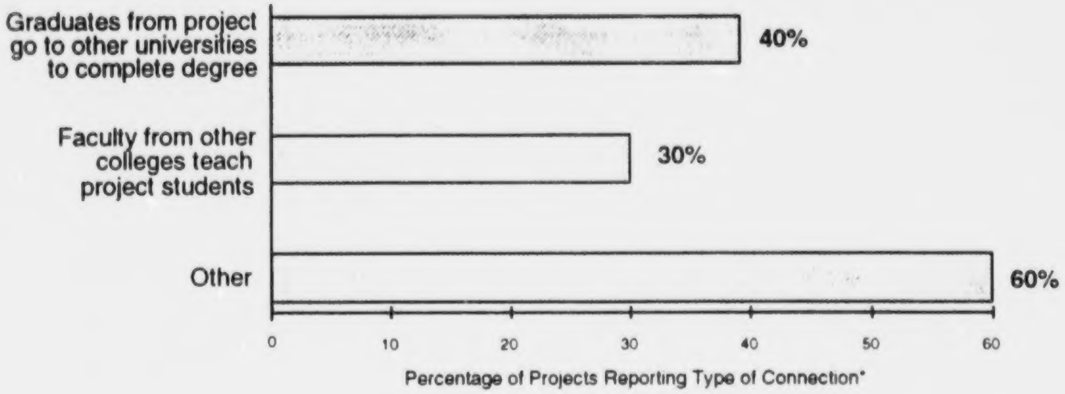
Respondents were asked whether "students graduating from the EPD program go to other universities to complete degree programs." Forty percent of EPD university and college projects for which data were available reported that they did (Figure 2-2).[16] Two of the six universities indicated that program graduates went on to other universities to complete degrees. In contrast, two of the three tribal colleges reported that program graduates went on to other universities.



* Only colleges and universities are included in the analysis; resource centers and community organizations are excluded.

Source: EPD Grantee Surveys.

FIGURE 2-2 RELATIONSHIPS OF FY 1987-1991 EPD PROJECTS WITH COLLEGES/UNIVERSITIES (n=10)

More than half of the EPD projects included in the analysis indicated having "other" types of relationships with other colleges and/or universities. These relationships ranged from an interlibrary loan program (one resource center) to contacts for recruiting students from colleges (three universities) or placing students at universities (one tribal college).

In addition to EPD projects actually run by school districts, all other EPD projects, with one exception, reported having some type of relationship with K–12 schools. All projects that prepared students to be teachers in K–12 schools required students to work as interns in schools

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[16] Other types of organizations were excluded from the analysis because the question did not apply to them.

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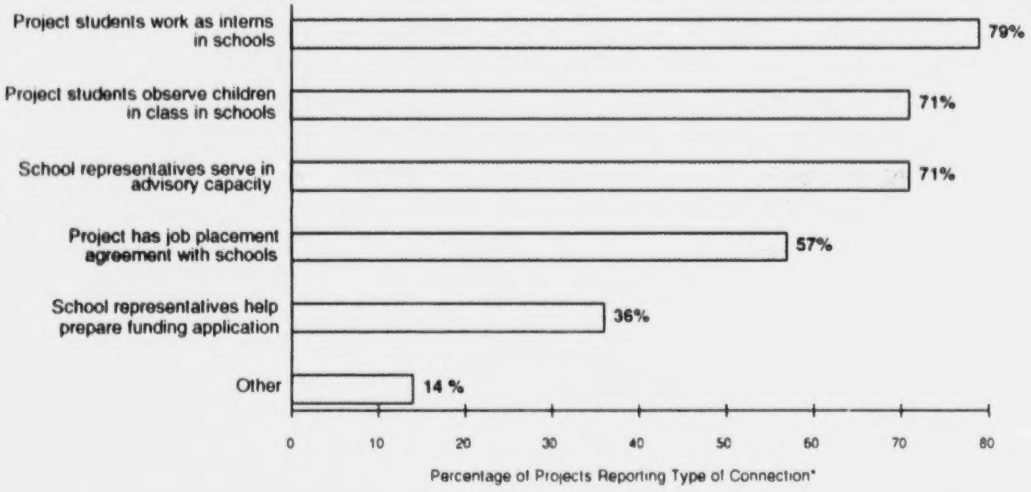
or observe students in school classrooms (Figure 2-3). Funding applications suggest that participants at tribal colleges typically performed internships or classroom observation at reservation schools. Arrangements for practical experience of participants in university and resource center projects were more varied. Specifically, at one university project (Wyoming), students' practical experience took place exclusively at schools on or near the Wind River Reservation. Applications of other projects specified no particular reservation, but indicated that practical experience would take place in a limited geographic region. For example, the American Indian Resource Center project placed students in rural public schools in a four-county area, in schools controlled by the Cherokee Nation, the Creek Nation, and Sequoyah Indian High School. The remaining projects did not specify in their application if they had arrangements with particular schools or restricted students to a particular region.



* EPD projects run by K-12 school boards (Ramah Navajo School Board and Sisseton Wahpeton School Board) are excluded from the analysis.

Source: EPD Grantee Surveys.

FIGURE 2-3 RELATIONSHIPS OF FY 1987-1991 EPD PROJECTS WITH K-12 SCHOOLS (n=14)

More than half of the EPD projects reported that they had job placement agreements with K-12 schools All three tribal colleges for which we have data reported having such agreements In contrast, two of three resource centers and three of six colleges reported having them The exact nature of the agreements is not disclosed in their funding applications, however, several projects included letters of support from reservation schools or districts in their applications as evidence that program graduates would find employment there.

Representatives from K–12 schools served in an advisory capacity to many EPD projects. All tribal colleges, resource centers, and the tribal project that responded to the survey reported having such advisors. In contrast, only half of the university projects that responded to the survey indicated having such advisors. K–12 representatives helped prepare the funding applications for a third of the projects. This type of help was most common among universities; of the other types of projects, only one reported such assistance.

Project Staffing

American Indians were heavily represented on the EPD project staff; almost 80% of all staff of all projects were American Indians. Almost all directors and about three-quarters of coordinators and clerical staff were American Indians (see Table 2-8).

Table 2-8

PERCENTAGE OF AMERICAN INDIANS AMONG FY 1987-1991 EPD PROJECT STAFF (n=17)

Type of Staff	Percentage of American Indians Among Type of Staff	Number of Type of Staff Reported	Number of Projects Reporting Type of Staff
Director	94	16	15
Coordinator	78	8	7
Clerical	71	17	15
Tutor	67	3	1
Instructor	50	2	1
All staff	78	46	17

Source: EPD Grantee Surveys.

More than half (56%) of the EPD project directors were male (Table 2-9).[17] Whereas all of the directors of EPD projects in tribal colleges and about half of those in universities were male, two-thirds of project directors in resource centers and community organizations were female. About 80% of project directors had advanced degrees, and more than half of those with advanced degrees had doctorates. Projects at universities and resource centers tended to have directors with higher-level degrees than projects at tribal colleges and community organizations.

Table 2-9

DEMOGRAPHIC CHARACTERISTICS OF FY 1987-1991 PROJECT DIRECTORS

	Universities (n=7)	Resource Centers (n=3)	Tribal Colleges (n=3)	Community Organizations (n=3)	All (n=16)
Gender					
Male	57%	33%	100%	33%	56%
Female	43	67	0	67	44
Highest educational degree					
College level study, non-degree oriented	0	0	0	33	6
Bachelor's	0	0	33	0	6
Teaching Credential	14	0	0	0	6
Master's	14	33	67	33	31
Doctorate	71	67	0	33	50

Source: EPD Grantee Surveys.

Involvement of Indian Communities

P.L. 100-297, the Indian Education Act, requires that tribal communities be involved in the planning and development of EPD projects and participate in their operation and evaluation. The EPD Grantee Survey asked respondents about the involvement of American Indians *apart from project staff and student participants*. All but one Grantee Survey respondent reported that tribal representatives served as advisors to their projects, and almost two-thirds reported that tribal representatives helped prepare their funding applications (Figure 2-4). There was no systematic difference in the reporting of these types of involvement by type of grantee organization.

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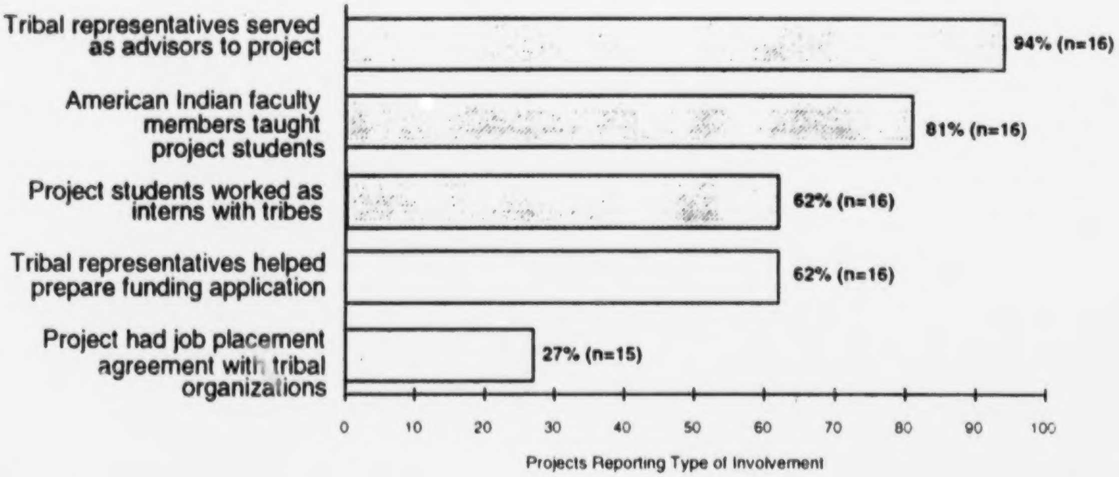
[17] These findings characterize survey respondents—one for each project. Where projects had multiple directors, those who were not survey respondents are not represented.



Source: EPD Grantee Surveys.

FIGURE 2-4 PERCENTAGE OF FY 1987-1991 EPD PROJECTS REPORTING TYPE OF INVOLVEMENT

American Indians were also involved with projects as faculty members, teaching EPD project students (81% of FY 1987-1991 projects). All resource centers and tribally based colleges, and all universities but one, reported that American Indian faculty members taught project students. In contrast, two of the three community organizations that responded to the survey reported no involvement of American Indian faculty.

About two-thirds of FY 1987-1991 EPD Grantee Survey respondents reported that participants worked as interns with tribes. Although most projects reported that they had job placement agreements with K-12 schools (see Figure 2-3 on page 31) and many applications indicated that students would be placed in schools on reservations, only about one-fourth of respondents reported that their projects had job placement agreements with tribal organizations (Figure 2-4). No systematic differences in these types of involvement were found between types of organization.

3 PARTICIPANTS

This chapter describes the participants of the EPD projects. It explores their backgrounds (i.e., what tribes they represent and where they grew up), their personal characteristics (i.e., gender, ethnicity, and age), and their purposes for being in the EPD program (i.e., degree goals and employment positions for which they were training). This chapter also describes how EPD projects recruited and selected the participants.

Description of Participants

EPD participants represent a broad range of age groups, geographic areas, and American Indian tribes, reflecting the diversity of institutions with EPD projects. Participants range from future tribal leaders who have traveled across the country to pursue a doctoral degree, to local residents beginning their first postsecondary school experience in a tribal community college located on their reservation. The following are examples of the kinds of students participating in EPD projects from the case studies. (All names have been changed to protect students' identities.)

Participant Profiles

Irene H. is in her late thirties, the divorced mother of two children. She attended a 4-year Great Plains institution located in a mid-sized city about 150 miles from her home reservation. The move to college was the first time Irene had lived off the reservation. She was lonely, money was short, and frequent travel back to the reservation was out of the question on her limited budget, even though the EPD project provided her with a stipend, tuition, and book allowance. After she graduated with a teaching credential, Irene was able to make the move back to the reservation and is now teaching in an elementary school.

Benny L. is a member of the Sac and Fox tribe, a father of three children (ages 10, 8, and 6), and an accomplished artist. Benny graduated with a bachelor's degree from a midwestern state university in 1972. Now, nearly 20 years later, he is working on his master's degree through an EPD-funded resource center. His goal is to teach in a junior college or perhaps work in student personnel services.

Crystal C. is Sioux, an EPD student in a tribal college. The average age on her reservation is 29, and that is her age too. She lives close to the reservation border and must drive 50 miles each way to attend classes. Before applying to the program, Crystal served as a teacher aide in one of the reservation schools. She wants to get her degree to go back into the school as a teacher.

Despite their diversity, participants were all students at some level of the higher education system seeking a career in Indian education, and they were almost exclusively American Indians themselves. From 1987 to 1990, only 4% of project participants were non-Indians (see Table 3-1). Interestingly, tribal colleges served the highest number of non-Indians, 8% of their participants being white. At the other extreme were community organizations that served exclusively Indians. Universities and resource centers served only a handful of non-Indian students.

EPD students represented many tribes. As discussed in Chapter 2, some projects, typically those in tribal colleges, served primarily local tribal residents; other projects, typically those in the regional centers and state universities, served Indian students from throughout their state or region. The Pennsylvania State University and American Indian Research and Development projects were national in scope, serving students from tribes throughout the United States. Table 3-2 displays the tribes served by a number of the EPD projects.

A majority of EPD students—53%—reported that their primary residence up to age 18 was on an Indian reservation. Not surprisingly, tribal colleges had the highest percentage of students who lived on Indian reservations. Twenty-seven percent of EPD students lived in non-reservation rural areas up to age 18; only 19% lived in either suburban or urban areas.

Compared with national statistics of students enrolled in institutions of higher education, many EPD students were nontraditional in terms of gender and age. Nationwide, in Fall 1989, the total enrollment in institutions of higher education was 54% female and 46% male (NCES, 1991). EPD participants, on the other hand, were more heavily represented by females; 73% of EPD participants were female. EPD projects in tribal colleges and community organizations served the greatest number of female students—81% and 96%, respectively. The percentage of female participants in university and resource center projects also exceeded national averages.

Compared with postsecondary school students nationwide, EPD students were also considerably older (Table 3-3). Twenty-six percent of EPD participants were 40 years of age or older when they first entered the EPD program; only 18% were younger than 25 years. Nationwide, only 10% of the total enrollment in institutions of higher education was 40 years or older, and 57% was under 25 years (NCES, 1991). Universities and tribal colleges served the greatest number of students 40 years or older—31% and 28%, respectively. Community organizations served the youngest student population, 87% of their participants being younger than 40 years; however, even in this case, the student population was far older than postsecondary students nationwide.

Table 3-1

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS IN FY 1987-1991 EPD PROJECTS

	Universities	Resource Centers	Tribal Colleges	Community Organizations	All
Ethnicity	(n=97)	(n=66)	(n=88)	(n=23)	(n=274)
American Indian/Alaska Native	98%	98%	92%	100%	96%
Hispanic	1	0	0	0	1
White	1	2	8	0	3
Residence (up to age 18)	(n=96)	(n=66)	(n=87)	(n=23)	(n=272)
Indian reservation	69%	8%	76%	35%	53%
Rural area	19	64	13	13	27
Suburban area	7	17	2	13	8
Urban area	5	12	9	39	11
Gender	(n=97)	(n=66)	(n=88)	(n=23)	(n=274)
Male	34%	33%	19%	4%	27%
Female	66	67	81	96	73

Source: EPD Past Participant Surveys.

Table 3-2

TRIBAL AFFILIATION REPORTED BY PARTICIPANTS IN FY 1987-1991 EPD PROJECTS

Arapahoe[1]
Arikara
Assiniboine
Blackfeet
Cayuga
Cherokee[2]
Chippewa[3]
Chippewa-Cree
Choctaw
Comanche
Creek
Delaware
Flathead
Gros-Ventre
Haida
Hidatsa
Hopi
Hualapai
Hupa[4]
Karuk
Kaw
Kickapoo
Kootenai
Mandan
Maidu
Maricopa
Mattole
Menominee
Mesquakie
Miwok
Mohawk
Muscogee
Navajo[5]
Northern Cheyenne
Oneida
Otomi
Ottawa
Papago
Pawnee
Paiute
Pima
Pomo
Pueblo[6]
Seminole
Seneca
Shawnee
Shoshone[7]
Sioux[8]
Stockbridge-Munsee
Tlinget
Tonkawa
Wichita
Winnebago
Wintun
Yurok

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[1] Includes E. Arapahoe and N. Arapahoe.
[2] Includes Cherokee Nation of Oklahoma and Arkansas Cherokee.
[3] Includes Turtle Mountain Chippewa.
[4] Includes Tsnungwe.
[5] Includes Ramah Navajo.
[6] Includes Taos Pueblo.
[7] Includes E. Shoshone.
[8] Includes Cheyenne River Sioux, Devil's Lake Sioux, Oglala Sioux, Rosebud Sioux, Sisseton-Wahpeton, Standing Rock Sioux, and Yankton.

Source: EPD Past and Current Participant Surveys.

Table 3-3

AGE OF PARTICIPANTS ON ENTERING EPD PROGRAM, BY PROJECT TYPE, COMPARED WITH NATIONAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION

Age	Universities (n=92)	Resource Centers (n=66)	Tribal Colleges (n=87)	Community Organizations (n=23)	All (n=268)	National*
21 or less	7	17	1	13	8	41
22-24	10	8	13	13	10	16
25-29	8	20	15	26	15	14
30-34	24	12	21	26	20	10
35-39	22	20	23	9	21	7
40-49	23	21	20	9	20	7
50 or older	8	3	8	4	6	3

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* According to NCES (1991), there were 12,766,642 students enrolled in institutions of higher education in Fall 1989. The percentages listed in this column do not include the 1.7% of students whose ages were unknown.

Source: EPD Past Participant Surveys and NCES (1991).

Goals of Participants

EPD participants' educational objectives ranged from nondegree college-level study to doctoral and postdoctoral study (Table 3-4). Overall, 53% of participants intended to obtain undergraduate degrees (e.g., A.A., B.A., or B.S.) or teaching credentials; 44% intended to obtain graduate degrees (e.g., M.A., M.S., Ph.D., Ed.D., or postdoctoral). Given that the goals of the EPD projects varied by project type (see Chapter 2, Table 2-5), it is not surprising that the goals of the participants also varied by project type. Students attending university and resource center projects were more likely to be seeking graduate degrees; students attending tribal college and community organization projects were more likely to be seeking undergraduate degrees. Whereas the goals of participants in university, resource center, and tribal college programs encompassed the entire range of possible degrees, students who attended community organization projects intended to obtain only undergraduate degrees.

Table 3-4

GOALS OF PARTICIPANTS IN FY 1987-1991 EPD PROJECTS, BY PROJECT TYPE

	Universities	Resource Centers	Tribal Colleges	Community Organizations	All
Degree goals	(n=96)	(n=67)	(n=89)	(n=23)	(n=275)
A.A.	1%	1%	15%	9%	6%
B.A. or B.S.	36	34	40	70	40
Credential	7	1	9	13	7
M.A. or M.S.	33	57	33	0	36
Ph.D. or Ed.D.	17	1	2	0	7
Postdoctoral study	1	0	0	0	1
College-level study, but nondegree oriented	3	3	2	9	3
Career goals	(n=90)	(n=66)	(n=88)	(n=23)	(n=267)
Teaching positions	49%	51%	78%	86%	62%
Tribal educator	4	0	2	0	2
Elementary school teacher	19	26	48	48	33
Junior high/high school teacher	15	15	10	30	15
Special education teacher	2	3	8	0	4
College teacher	6	6	2	4	4
Teacher aide	1	0	0	4	1
Administrative positions	39	21	9	8	22
Tribal administrator	4	0	0	0	1
School principal	14	11	1	4	8
Other school or district administrator	19	9	7	4	11
Other positions	12	28	14	4	16
Researcher	0	1	0	0	1
Social worker or counselor	1	17	7	0	7
Other administrator	11	8	6	4	8

Source: EPD Past Participant Surveys.

The educational goals of the participants generally reflected the employment positions for which the participants were preparing. Participants of EPD projects were preparing to be teachers, administrators, and other related professionals. The majority of EPD participants (62%) were preparing for positions as teachers. In fact, 49% or more of participants in each of the four project types were preparing to be teachers. Nevertheless, as with degree goals, the positions for which participants were preparing varied by project type. Participants of university and resource center projects were more likely to be preparing for administrative and other professional positions; past participants of tribal college and community organization projects were more likely to be preparing for positions as teachers.

Recruitment and Selection of Participants

Recruitment of EPD participants occurred through both formal and informal channels (Figure 3-1). Interestingly, all of the projects reported using "word of mouth" as a recruiting method. The commonness of this strategy points to the importance of informal networks among Indian communities. For example, in a number of our case study sites, respondents reported that American Indians who were in the program worked as the primary recruiting vehicle for subsequent groups of students. Projects used other recruitment procedures as well—direct mail, presentations, paid advertisements in local newspapers. Our data do not allow us to say which type of recruitment was the most effective (formal or informal) or to assess the extent of the recruitment efforts, but we do know that a variety of methods were used.

Perhaps the most extensive recruiting effort we identified was that used by the University of Wyoming. At the University of Wyoming, the EPD project set up working relationships with the University Admissions Office, the Division of Student Educational Opportunity's Minority Affairs Office, Higher Education Project (Upward Bound), and Education Talent Search. The Arapahoe and Shoshone higher education officials also made frequent referrals. Furthermore, extensive time and resources were devoted to the development of recruitment networks for the training program. Regular visits were made to the Wind River Indian Reservation and its communities to maintain and strengthen contacts. The success of their recruitment endeavors is apparent by the number of American Indian students expressing interest in the program. The number of American Indian students requesting information about the EPD program increased from 16 for academic year 1989-90 to 50 and 65 for the subsequent two years. Their annual report notes that this increase of interest is due to the dissemination of information during the recruitment process.

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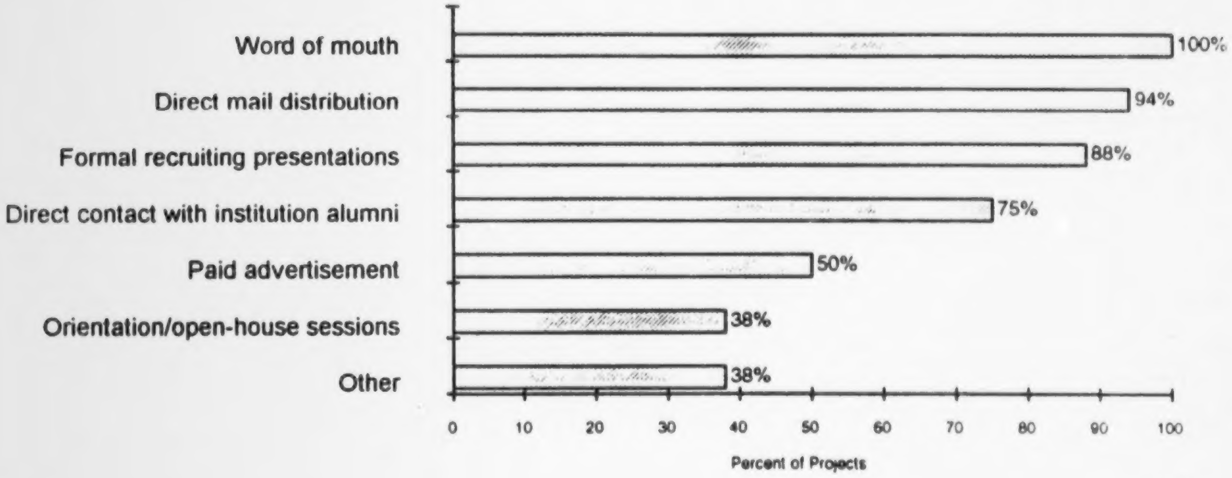
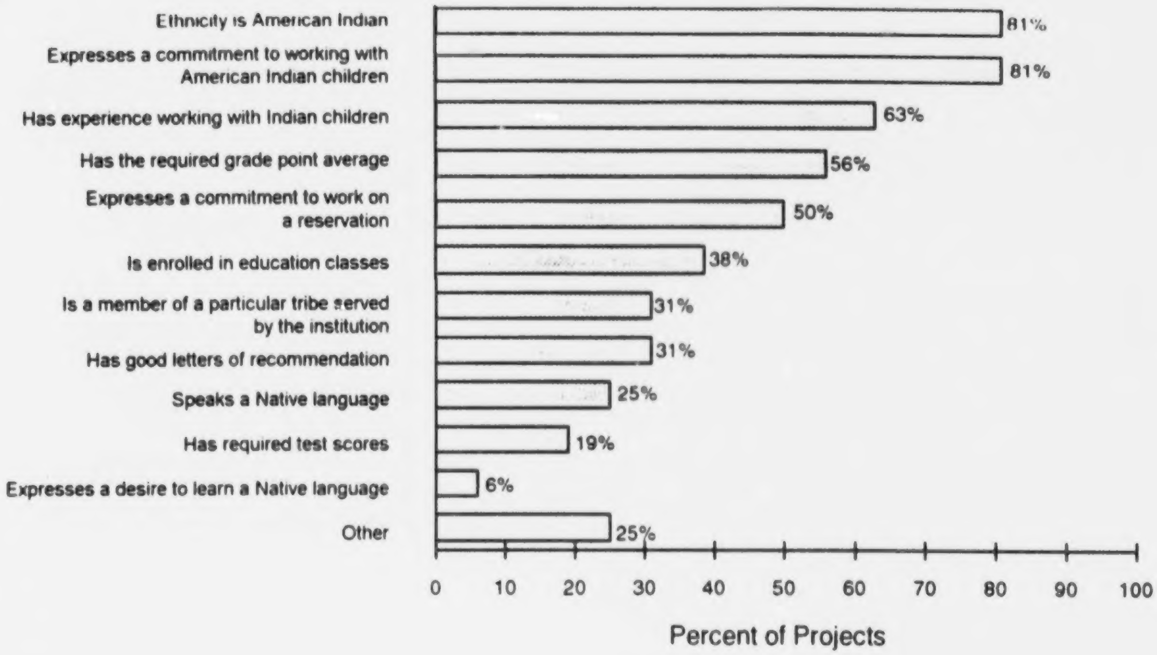


Data Source: EPD Grantee Surveys.

FIGURE 3-1 PERCENTAGE OF FY 1987-1991 EPD PROJECTS USING VARIOUS METHODS OF RECRUITMENT (n=16)

Each of the EPD projects set forth criteria to aid in the selection of students. The policies and procedures governing the selection of participants were established to increase the likelihood that Indian children would benefit from the services of the participants on completion of their training. The criteria stated most frequently by grantees were that the applicant had to be American Indian and had to express a commitment to working with American Indian children (see Figure 3-2).

The next most frequently used selection criterion was the applicant's experience working with Indian children. According to grant applications, prior employment experience demonstrates the applicant's commitment to serving Indian students. Three of the projects required that the applicants have tenure in their schools, or that the applicants submit a recommendation from their place of work indicating they were granted a leave of absence and would be retained on graduation. These criteria reflect the projects' goals to train educational personnel committed to working with Indian children and to ensure that these individuals will have a good opportunity for employment in schools or other educational agencies that serve significant numbers of Indian children.



Data Source: EPD Grantee Surveys

FIGURE 3-2 PERCENTAGE OF FY 1987-1991 EPD PROJECTS USING VARIOUS SELECTION CRITERIA (n=16)

The fourth most prevalent criterion for selection was the applicant's academic ability, as demonstrated through previous grade point average, academic standing, or college transcripts. Five of the projects evaluated the applicant's projected ability to complete the requirements for graduation. Consequently, preference was given to applicants who had already completed some coursework and thus required fewer credits to graduate. The projects wanted to help push through those students who demonstrated the most promise for success.

In combination, these criteria reflect the projects' focus on improving the quality of education offered to American Indian students.

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4 FUNDING AND COSTS

Federal Support of EPD

In this chapter, we provide data on total funding of the EPD program and individual project funding. We also compare the funding of EPD with that of two other federal postsecondary support programs, the Bilingual Educational Personnel Training Program and the Training Personnel for the Education of Individuals with Disabilities Program.

Overall, Congress appropriated approximately $2.1 to $2.4 million annually from FY 1987 to FY 1991 for the EPD program, not accounting for inflation (Table 4-1). (Subsequently, this funding level has remained stable with federal appropriations of nearly $2.2 and $2.4 million for FY 1992 and FY 1993, respectively.) The highest level of funding was in FY 1988; the lowest was in FY 1989. Over the 5-year study period, the mean grant size for projects increased nearly 30% (from $141,375 to $181,389), largely reflecting a decrease in the number of projects funded.

Table 4-1

EPD APPROPRIATIONS BY YEAR

Fiscal Year	Total Federal Appropriation	Number of Projects	Mean Allocation
1987	$2,262,000	16	$ 141,375
1988	2,437,606	16	152,350
1989	2,142,509	13	164,808
1990	2,229,416	13	171,494
1991	2,176,669	12	181,389

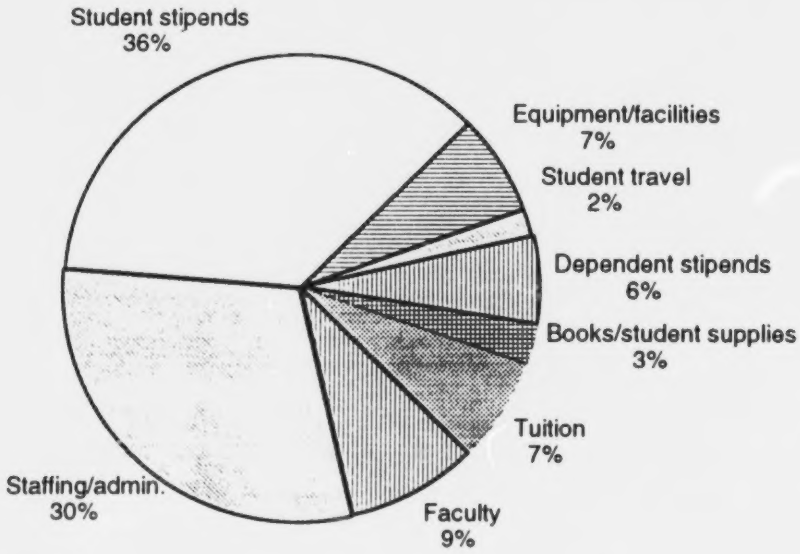
Source: U.S. Department of Education.

Grant sizes varied from small projects in the range of $50,000 per year to grants of $280,000. Over the past 5 years, there has been a trend toward larger grants. The percentage of all grants over $190,000 increased from 19% to 42% from 1987 to 1991. During the same period, the number of small and medium-sized grants decreased correspondingly.

Project Expenditures

Reflecting the overall purpose of the EPD program—to provide support for students pursuing careers in the education of American Indians—all FY 1987-1991 EPD projects provided direct stipends to participating students. In fact, student stipends were the single largest expenditure category (36% of the total—see Figure 4-1). EPD regulations limit the size of stipends to $600 per month and the size of dependent allowances to $90 per month per dependent. Of the 12 projects for which we had proposed budgets, 6 had proposed to offer students the maximum stipend allowed, 4 had proposed to offer students a lesser amount, and 2 offered stipends on a more limited basis (i.e., during the summer or during student teaching experiences only). Only six of the projects offered allowances for dependents, but all six offered the maximum amount allowed.

Staff and faculty salaries accounted for the bulk of the remaining EPD funds, an additional 39% of the total. The remaining 25% of funds were used for a variety of other direct expenditures related to students (i.e., tuition, supplies, travel, and stipends to dependents) or on equipment and facilities.



Source: EPD Grantee Surveys

FIGURE 4-1 ALLOCATIONS OF FY 1987-1991 EPD PROJECTS (n=14)

Interestingly, the proportion of funds that different types of institutions spent in these various categories varied a great deal (Table 4-2). Universities spent only 28% of their funds on staff and faculty, whereas tribal colleges spent a full 64% of available dollars to support such staff. Consequently, universities were able to put a greater proportion of their allocations into direct stipends to students. Our case study data suggest that most tribal colleges did not have sufficiently large faculty to meet student demands because of their poor financial resources. In these cases, EPD funds were needed to support faculty and staff. In contrast, universities already had a solid infrastructure of faculty and staff, freeing up more funds for students. Resource centers and school-based programs, like tribal colleges, needed a greater portion of their funds for administrative purposes than did universities. Other notable differences in expenditures were that resource centers spent a higher percentage of their funds on tuition, and universities spent a higher percentage of their funds on dependent stipends and equipment and facilities. (Differences in expenditures and examples from case studies are discussed further in a following discussion on per capita expenditures.)

Comparison of EPD with Other Postsecondary Personnel Development Programs

Congress authorized funds for personnel development programs similar to EPD whose purposes are to improve the quality and increase the numbers of personnel trained to work with specific disadvantaged populations. Part C of the Bilingual Education Act of 1968, Title VII of the Elementary and Secondary School Act of 1965, as amended, established the Bilingual Educational Personnel Training Program (EPTP). The Individuals with Disabilities Education Act, Part D, Sections 631, 632, 634, and 635 established the Training Personnel for the Education of Individuals with Disabilities Program.

The purpose of the Bilingual EPTP is to develop personnel to work with students with limited English proficiency (LEP). The program provides funding to institutions of higher education to establish, operate, or improve projects to train personnel participating in programs for LEP students. For this program, "personnel" refers to teachers, administrators, paraprofessionals, parents, and other personnel. EPTP projects offer courses of study leading to a bachelor's degree or higher, either alone or in combination with other degree/endorsement projects (ED, 1991). During 1990-91, EPTP funded 115 projects[18] housed in 81 postsecondary institutions in 27 states. Project grants ranged from $75,165 to $811,400, with a mean grant award of $450,855 (Research Triangle Institute [RTI], 1992).

Training Personnel for the Education of Individuals with Disabilities awards grants to postsecondary institutions, SEAs, and appropriate nonprofit organizations to improve the quality

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[18] Personal communication from L. Gorove, Budget Service, ED, 5/21/93.

Table 4-2

EPD PROJECT EXPENDITURES IN 1991, BY PROJECT TYPE

	All Projects (n=14)		Universities (n=6)		Resource Centers (n=3)		Tribal Colleges (n=3)		School/Community Organizations (n=2)	
Area	Mean Expenditure	Percent of Total	Mean Expenditure	Percent of Total	Mean Expenditure	Percent of Total	Mean Expenditure	Percent of Total	Mean Expenditure	Percent of Total
Project staffing/ administration	$51,843	30%	$47,816	25%	$56,827	33%	$73,387	41%	$24,133	26%
Faculty salaries	13,213	9	5,785	3	1,552	1	24,424	23	36,171	20
Student tuition	12,053	7	15,201	8	24,303	13	0	0	2,311	5
Student stipends	64,472	36	79,904	40	75,425	45	39,645	25	38,984	29
Dependent stipends	11,566	6	18,908	9	6,982	3	7,944	5	1,849	4
Books/student supplies	4,158	3	6,954	4	1,264	1	3,463	2	1,155	3
Student travel	1,643	2	1,527	1	1,264	1	0	0	5,024	7
Equipment/facilities	12,787	7	19,470	10	9,878	5	8,250	4	3,908	7

Source: EPD Grantee Surveys.

and increase the numbers of personnel providing special education, related services, and early intervention services to children with disabilities. Grants may be used to train personnel, develop and implement new training methods, support partnerships for training, and assist SEAs in providing a comprehensive system of special education staff development. In FY 1991, 725 grants were awarded to colleges and universities for personnel training, 62 to development and demonstration projects, and 57 grants to SEAs, for a total of 844 grants. The mean grant award was $82,095 (ED, 1991).

In comparison with both of the other personnel training programs, EPD is a relatively small program, perhaps reflecting a difference in the sizes of populations to be served (Table 4-3). The total federal appropriation for EPD has averaged just over $2 million for the past 5 years. Over this same time period, the total federal appropriation for EPTP has averaged over $33 million, and the appropriation for the Training of Personnel for the Education of Individuals with Disabilities Program has averaged nearly $64 million.

Table 4-3

FEDERAL APPROPRIATIONS FOR EPD, BILINGUAL EPTP, AND TRAINING PERSONNEL FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES, BY YEAR

Fiscal Year	EPD	Bilingual EPTP	Education of Individuals with Disabilities
1987	$2,262,000	$18,959,000	$60,230,000
1988	2,437,606	24,875,000	59,179,000
1989	2,142,509	18,431,000	59,941,000
1990	2,229,416	16,927,000	71,000,000
1991	2,176,669	17,592,000	69,288,099

Source: U.S. Department of Education.

In addition to differences in total federal appropriations, the number of participants served differed considerably among the three different programs (Table 4-4). Again, this may reflect differences in the sizes of the populations to be served. The Training Personnel for the Education of Individuals with Disabilities Program reached 9,859[19] persons in FY 1989 (ED, 1991), EPTP served 3,403 students in Spring 1991 (RTI, 1992); EPD reached a mere 353 students in FY 1991. This is only 4% of the number of students served through the Training Personnel for the Education of Individuals with Disabilities Program, and only 10% of the number of students served through EPTP.

Per capita expenditures for all three programs were similar. The Bilingual EPTP had the lowest per capita expenditure of $4,974. The per capita expenditures for the other two programs were only slightly higher at $6,080 for the Training Personnel for the Education of Individuals with Disabilities Program and $6,166 for EPD. The allocations of program funds also did not vary greatly between the three programs. Bilingual EPTP projects spent an average of 62% of their grants on student aid, including stipends, books, travel, tuition, and fees, and an average of 38% on administration, staffing, faculty, equipment, and facilities (ED, 1991). EPD projects spent an average of 54% of their grants on students, and 46% on programmatic and administrative costs. The Training Personnel for the Education of Individuals with Disabilities Program stood in the middle, with an average of 60% of grant funds spent on students and 40% spent on programmatic and administrative costs.[20]

Despite the similarities in funding between personnel development programs, projects within each of the programs may not be so similar. Within the EPD program alone, there was a wide variation in per capita expenditures between projects, with expenditures from a minimum of $1,163 at Blackfeet Community College to a maximum of nearly $20,000 at Pennsylvania State University in FY 1991 (see Table 4-5). When looking at per capita expenditures, it is necessary to look at not only the financial figures but also the nature of the programs. For instance, Blackfeet Community College used 70% of its grant for faculty to provide classes taken by 90 education majors. Only 10% of its grant was used to provide student stipends, and no dependent stipends were provided. In contrast, Pennsylvania State University served only 10 EPD students but provided them with stipends and dependent allowances. Seventy percent of Penn State's EPD funds were spent on these two expenditures. In each of these cases, the institutional capabilities greatly influenced the nature of the projects and thus affected the per capita expenditures.

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[19] This figure is based on a 70% response rate of grantees.

[20] Percentages for expenditures for the program for Training Personnel for the Education of Individuals with Disabilities are rough estimates made by Max Mueller, Director of the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Table 4-4

TOTAL ALLOCATION, NUMBER OF PARTICIPANTS, AND PER CAPITA EXPENDITURE IN 1991 FOR EPD PROJECTS, TRAINING PERSONNEL FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES (1989), AND BILINGUAL EDUCATION PERSONNEL TRAINING (1990)

Program	Total Allocation	Number of Participants	Per Capita Expenditure
Training for the Education of Individuals with Disabilities*	$59,941,000	9,859	$ 6,080
Bilingual Education Personnel Training**	16,927,000	3,403	4,974
All EPD projects	2,176,669	353	6,166

* Information on the Training for the Education of Individuals with Disabilities Program is for FY 1989. This is the most current information available on the numbers of students participating in the program.

** Information on the Bilingual EPTP program is for FY 1990.

Additional Funding Sources

Students participating in EPD typically had access to a wide variety of benefits associated with their attendance at a higher education institution, beyond those directly provided by EPD. For example, EPD students were generally eligible for the full array of financial assistance available to other students (e.g., Pell grants). Additionally, a number of tribes provided direct grants to students. However, most additional financial assistance went to the projects themselves, allowing more of their EPD funds to be allocated to the students. Four of the projects described in-kind contributions from the institutions in which they were housed. Pennsylvania State University covered the tuition costs of all EPD participants. The Menominee Indian School District provided funds for courses in Menominee Language and Culture in cases when ancillary personnel were used. Humboldt State University contributed the salaries for the project director, coordinator, and secretary, including their fringe benefits and administrative travel, as well as office supplies, space, and other operating costs. The American Indian Research and Development Center made an agreement with Oklahoma City University for a 20% break in tuition for each of the 3 years of the project.

Table 4-5

TOTAL ALLOCATION, NUMBER OF PARTICIPANTS, AND PER CAPITA EXPENDITURE IN FY 1991 FOR EPD PROJECTS, BY TYPE OF PROJECT

	Total Allocation	Number of Participants	per Capita Expenditure
Universities	$ 842,467	88	$ 9,573
Humboldt State	182,033	45	4,045
Montana State	278,972	18	15,498
Pennsylvania State	199,407	10	19,941
U. of Wyoming	182,055	15	12,137
Resource Centers	$ 635,796	41	$ 15,507
American Indian Resource Center	151,823	8	18,978
American Indian Research and Development	232,736	12	19,395
Cross-Cultural Education Center	251,237	21	11,964
Tribal Colleges*	$ 471,338	207	$ 2,277
Blackfeet Community	104,673	90	1,163
Stone Child	152,765	17	8,986
Oglala Lakota	213,900	100	2,139
Community Organizations	$ 227,068	17	$ 13,357
Ramah Navajo School Board	46,215	5	9,243
Menominee Indian Tribe	180,853	12	15,071

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* The per capita expenditures for Blackfeet Community College and Oglala Lakota College are considerably lower than those of other projects because of the nature of their programs. See Appendix B for a brief description of each of the projects.

Sources: U.S. Department of Education, Grantee Surveys, Grantee Applications.

At the same time, some institutions were able to get access to other sources of funds to support EPD activities directly For example, some projects were able to use state lottery funds or other state grants targeted on American Indians A few of the projects received private donations to support their efforts Some projects were able to obtain other support from volunteers, in-kind contributions from local schools, or corporate funds. Table 4-6 shows the distribution of additional funding sources.

Table 4-6

ADDITIONAL FUNDING SOURCES SUPPORTING EPD PROJECTS AND STUDENTS
(n = 13)

Additional Funding Sources	Percent of Institutions
Institution funds	46
Other federal funds	31
State funds	31
Tribal sources	31
Private funds	23
Other	31

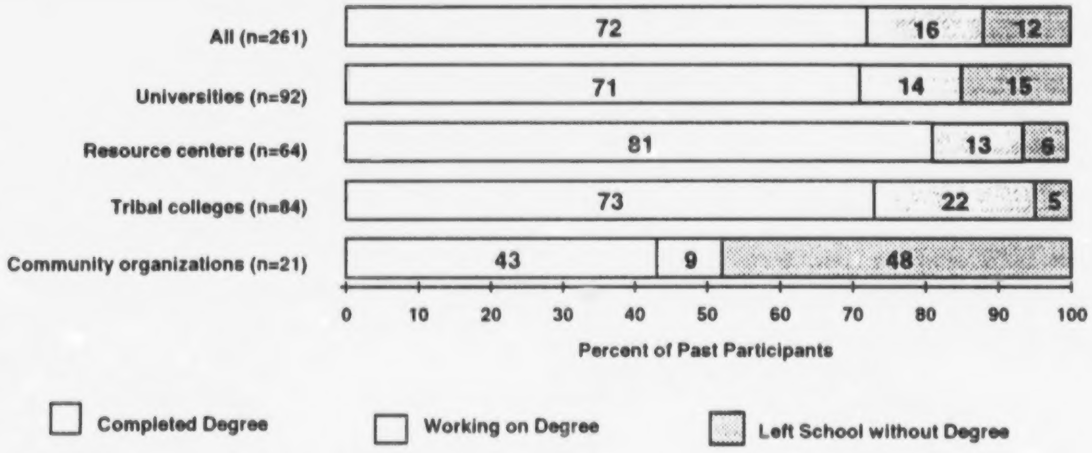
Source: EPD Grantee Surveys.

5 OUTCOMES

The goal of the EPD program is to prepare persons to serve Indian students in a variety of capacities. This chapter explores the following three indicators of effectiveness of the EPD program: degree completion rates and degrees earned by participants; types of employment positions held by participants and numbers of participants who are working with Indians; and the importance of the EPD program to past participants in their development as educators.

Degree Completion by Participants

Survey respondents were asked to indicate their educational objectives while enrolled in the EPD program and whether they received a degree, were still working on a degree, or left school without completing their degree. EPD projects funded in FY 1987-1991 as a whole can claim considerable success in terms of degree completion by their participants. When surveyed in late 1992, 72% of participants reported that they had completed their course of study and received a degree (Figure 5-1). Another 16% of participants indicated that they were still working on their degree. Only 12% reported that they had left school without completing their degree.[21]



Source: Survey of Past Participants.

FIGURE 5-1 DEGREE COMPLETION STATUS OF PARTICIPANTS IN EPD PROJECTS, BY PROJECT TYPE (FY 1987-1991)

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[21] Comparable data on postsecondary school completion rates of American Indians who were not in EPD programs or of the general population are not available.

63

Completion Status by Type of Project

The completion rates of participants were similar among three of the four types of projects. Between 71% and 81% of participants in university, resource center, and tribal college projects had completed their degrees, and another 13% to 22% were still working on degrees.[22] In contrast, fewer than half of the participants in projects based in community organizations had completed their degrees, and almost half were no longer working on degrees.[23] The lower completion rate of students in community organization projects must be interpreted with caution. Relatively few participants from such projects responded to the survey (n=21), and these were from only two projects, an Indian tribe and an Indian-run school.

Completion Status by Age and Residence Up to Age 18

There were no differences in completion status between male and female participants or between participants who grew up in four different types of areas (Figure 5-2). Although in the figure it might appear that participants who grew up on Indian reservations had the lowest completion rate (67%) and those who lived in urban areas had the highest completion rate (83%), differences between the groups are not statistically significant.

Completion Status by Project Per Capita Expenditures

Table 5-1 shows the completion status of participants in 10 projects along with the FY 1991 per capita expenditures of the project in which they were enrolled. There is no linear pattern of association between per capita expenditures and completion rates. In fact, the projects with the lowest completion rates were projects whose per capita expenditures were in the mid-range; projects at both ends of the spending spectrum had very high completion rates.

There also was no clear association between per capita expenditures and percentage of students who left school without completing their degree. Projects with medium expenditure levels had the highest percentages of past participants leave without completing their degree. Furthermore, although several high-spending projects had no past participants who had left school without completing their degrees, this was also true of the lowest-spending project.

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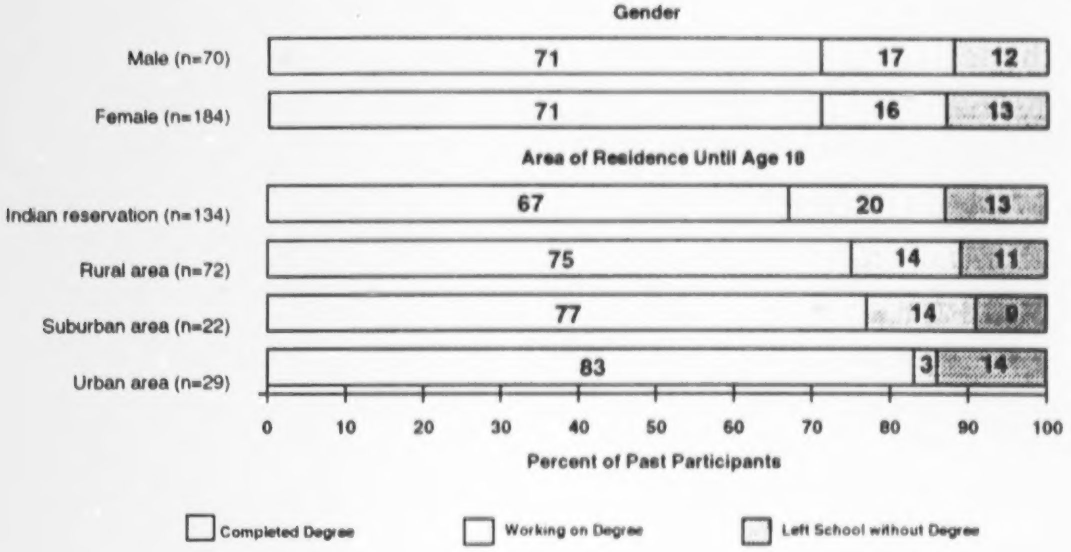
[22] Differences between the three project types are not statistically significant.

[23] Our analysis includes only those participants who were enrolled in a degree program, not those who only participated in inservice programs.



Source: Survey of Past Participants.

FIGURE 5-2 DEGREE COMPLETION STATUS OF PAST PARTICIPANTS IN FY 1987-1991 EPD PROJECTS, BY GENDER AND TYPE OF RESIDENCE TO AGE 18

Completion Status by Receipt of Support Services

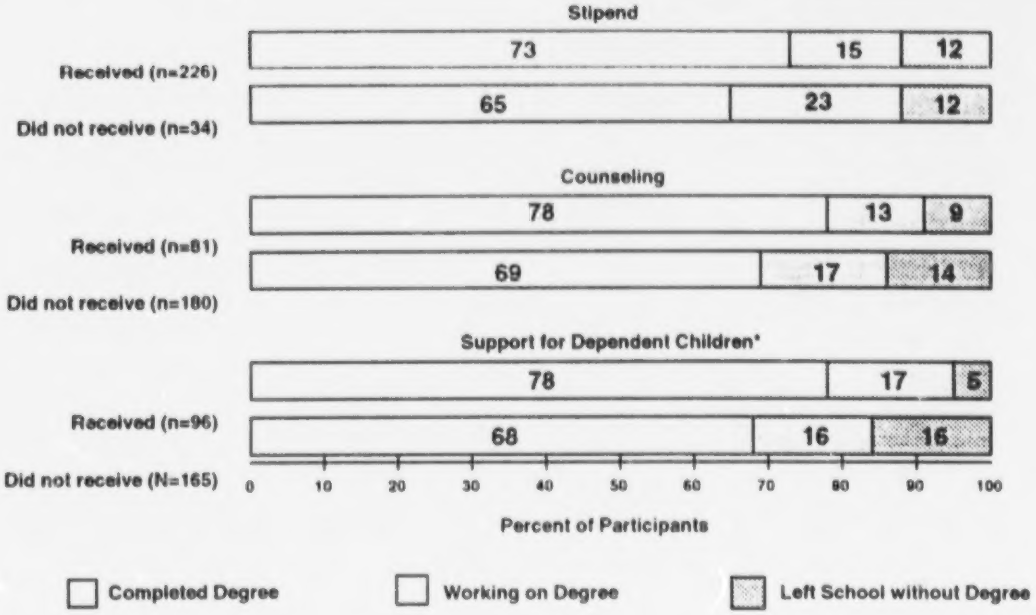
Figure 5-3 shows the completion status of participants by receipt of three types of support services: stipends, counseling, and dependent allowances. Although it might appear from the figure that participants who received each type of service had higher completion rates, only receipt of dependent allowances was significantly associated with participants who completed a degree ($p<.05$). Seventy-eight percent of participants who received dependent allowances completed a degree, and only 5% left college without a degree. In contrast, 68% of those who did not receive this type of support completed a degree, and 16% left school without completing a degree. This finding should be viewed with some caution, though, because only participants with dependent children received such support. Consequently, the apparent effect of the receipt of dependent allowances may be confounded with the effect of having dependent children. We were not able to control for this factor because we do not know whether or not participants who did not receive dependent allowances had children.

Table 5-1

COMPLETION STATUS OF PARTICIPANTS IN FY 1987-1991 EPD PROJECTS, BY PER CAPITA EXPENDITURES OF PROJECT

		Percentage of Participants Who:			
	FY 1991 Per Capita Expenditure	Completed Their Degree	Were Working On Their Degree	Left School Without Degree	n
Oglala Lakota College	$2,139	97	3	0	34
Humboldt State University	4,045	89	0	11	9
Stone Child College	8,986	45	41	14	30
Cross Cultural Education Center	11,964	56	26	17	24
University of Wyoming	12,137	74	16	10	32
Menominee Indian Tribe	15,071	54	9	36	12
Montana State University	15,498	70	30	0	10
American Indian Resource Center	18,978	93	7	0	32
American Indian Research and Development	19,395	100	0	0	11
Pennsylvania State University	19,941	86	5	9	22

Source: Survey of Past Participants.



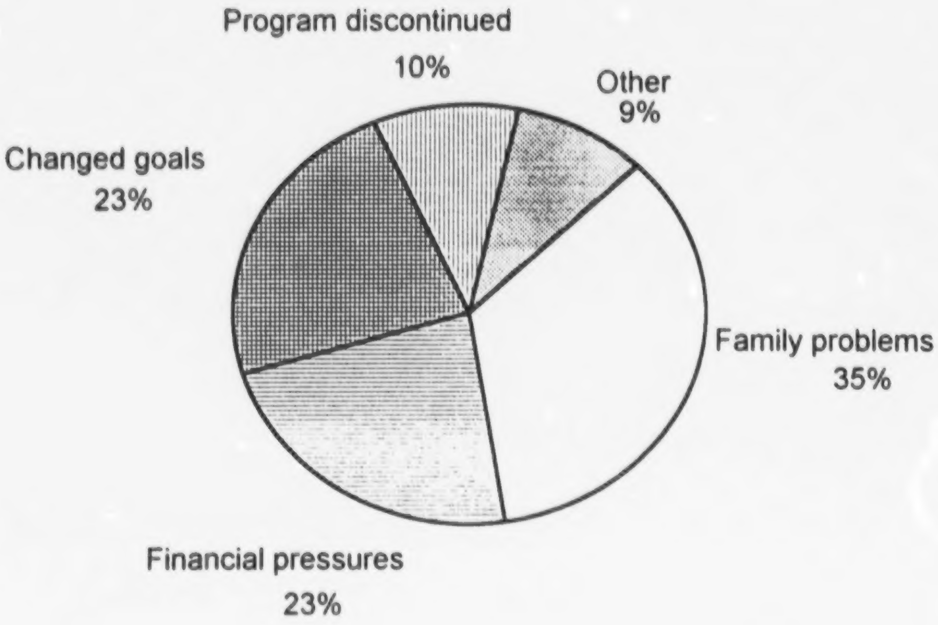
*Includes stipend for dependents and/or free or low-cost child care.

Source: Survey of Past Participants.

FIGURE 5-3 DEGREE COMPLETION STATUS OF PARTICIPANTS IN FY 1987-1991 EPD PROJECTS, BY RECEIPT OF SELECTED SERVICES FROM EPD PROGRAM

The fact that neither stipends nor counseling was significantly associated with completion status is somewhat puzzling in light of the reasons offered for not completing degrees (Figure 5-4). Among participants who left college without completing a degree, the most commonly offered reason for noncompletion was "other [than financial] personal or family problems." Thirty-five percent of those who left school before completing a degree (11 of 31 respondents) cited this as the reason. One survey respondent—a former undergraduate in a resource center project—commented on her decision with regret:

> *The program was extremely helpful to me. If my troubles with my parents hadn't made me drop out of school, I would have loved to continue there.... I needed some counseling because of family problems, but I didn't know, at the time, to ask for help.*



Source: Survey of Past Participants.

FIGURE 5-4 PRINCIPAL REASONS REPORTED BY PARTICIPANTS IN FY 1987-1991 PROJECTS FOR NOT COMPLETING DEGREES (n=31)

A former doctoral candidate at a university program who is currently an assistant principal, commented that:

> *I enjoyed my time there, but I did not feel the stress was worth getting the degree. I felt there was too much politics involved in the department.*

Another 23% (7 respondents) reported that they had not continued working toward their degrees because of "personal financial pressures." Two survey respondents—the first a former undergraduate student at a tribal college and the second a former doctoral student at a university—explained:

> *This was a good program and I was glad of the opportunity it gave me to continue my education. My only problem...was with the stipend, which, with a family to support, it wasn't enough to meet my needs on a month-to-month basis. That is why I had to go back to work full-time and go to school part-time.*

> *[There was] not enough financial support. My stipend was $600 per month—hard to live on. Each summer I wasn't expected to be supported. This last summer, I paid for my own expenses.*

Twenty-three percent (7 respondents) of those who did not complete a degree indicated that their goals or ambitions had changed. For these respondents, leaving the program did not necessarily represent a personal failure or a failure of the project. As one respondent explained:

> *The program is a wonderful program and has helped a lot of college students get their education.... Through the program I realized I would be happier in another career, but I'm thankful for the experience. Everyone isn't cut out to be a teacher, and I'm one that isn't.*

Discontinuance of an EPD program was given as the reason for not continuing by 10% (3 respondents) of those who did not persist toward degrees.

Degrees Completed by Participants

Among participants who had completed their degrees, almost half (45%) had completed bachelor's degrees, and almost 40% had completed master's degrees (Table 5-2). However, not surprisingly, given the goals of projects shown in Chapter 2 (Table 2-5), the types of degrees completed differed significantly by type of project. The only participants who had completed doctorates were from university-based projects. In contrast, the only types of degrees obtained by participants from projects run by community organizations were bachelor's degrees (89%) or teaching credentials (11%). The core educational program of two out of three resource center projects consisted of sending participants to universities to obtain master's degrees; thus, it is not surprising that most participants who obtained degrees from resource center projects obtained master's degrees (71%).

Table 5-2

DEGREES COMPLETED BY PARTICIPANTS IN FY 1987-1991 EPD PROJECTS, BY PROJECT TYPE

	Universities (n=63)	Resource Centers (n=51)	Tribal Colleges (n=61)	Community Organizations (n=9)	All (n=184)
Associate's	2%	2%	16%	0%	6%
Bachelor's	48	25	50	89	45
Teaching credential	5	2	10	11	6
Master's	33	91	23	0	39
Doctorate	13	0	0	0	4

Source: Survey of Past Participants.

Types of Positions Held by Participants Since Leaving the EPD Program

Participants were asked to report all the employment positions they had held since leaving the EPD program. Overall, 85% of program graduates worked in educational positions as teachers, administrators, counselors, and others in K-12 schools, colleges, and Indian education organizations (Table 5-3). The majority of participants who had finished their degrees reported having held positions as teachers; in fact, approximately two-thirds of participants had held teaching positions, mostly in K–12 schools (Table 5-3) Almost one-third of participants had held administrative jobs. Participants who had worked as administrators were almost equally likely to have worked in pre-K–12 schools (12%), colleges (8%), or tribes or other Indian education organizations (11%). Nine percent of past participants had held positions as counselors, and 14% had held other types of positions.[24]

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[24] "Other" positions include a variety of positions including clerical, sales, flight attendant, social worker, engineering technician, judge, trainer, community health representative, bus driver, custodian, pastor, and consultant.

Table 5-3

PARTICIPANTS IN FY 1987-1991 EPD PROJECTS WHO COMPLETED THEIR DEGREES: TYPES OF POSITIONS HELD SINCE LEAVING THE EPD PROGRAM

	Universities (n=60)	Resource Centers (n=52)	Tribal Colleges (n=59)	Community Organizations (n=8)	All (n=179)
Any education position	88%	76%	92%	75%	85%
Teacher	60	54	81	88	66*
K-12 schools	52	46	78	63	59
College	8	2	8	0	6
Tribe or other Indian Education organization	2	6	3	13	2
Other	0	4	2	13	2
Administrator	43	38	17	25	32
K-12 schools	12	17	8	13	12
College	15	2	7	0	8
Tribe or other Indian Education organization	13	18	0	13	11
Other	8	0	2	0	3
Counselor	7	19	3	0	9
Other	18	15	8	13	14

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* Percentages may sum to more than 100 because some participants held more than one type of position.

Source: Survey of Past Participants.

Participants in tribal college and community organization projects were more likely to have held teaching positions than were past participants in university and resource center projects (81% and 88% vs. 60% and 54%, respectively). Furthermore, graduates of different project types varied in the sorts of schools in which they taught. For example, past participants from universities and tribal college projects were more likely to have taught at the college level, and participants from community-based organizations were more likely than others to have taught in schools run by tribes or other Indian education organizations.

Participants in university and resource center projects were more likely to have held administrative positions than were past participants in tribal college and community organization projects (43% and 38% vs. 17% and 25%, respectively). The types of administrative jobs that past participants had held also varied somewhat by type of project. Participants from university-based projects were more likely to have been employed as administrators in universities or colleges. In contrast, while no participants from tribal college projects had been employed as administrators for Indian tribes or other Indian education organizations, 13% of participants from university and community organization projects and 18% of participants from resource center projects had been employed in such positions.

Employment as a counselor also was more common among participants from particular types of projects. Specifically, 19% of participants from resource centers had been employed as counselors, compared with 7% of those from universities. Very few participants from tribal colleges (3%) and none from community organizations had worked as counselors.

Percentage of Participants Serving Indian Students

A large majority of participants who completed their degrees (80%) reported that they had subsequently worked in jobs in education where at least half of the students served were American Indian, and more than half (52%) reported having worked in jobs in education where 100% of the students served were American Indian (Table 5-4). These included jobs in preschools, K–12 schools, colleges and universities, and other types of organizations.

Table 5-4

PARTICIPANTS IN FY 1987-1991 EPD PROGRAMS WHO COMPLETED THEIR DEGREES: PERCENTAGE WHO SUBSEQUENTLY SERVED AMERICAN INDIAN STUDENTS THROUGH JOBS IN EDUCATION

	Percentage of Participants (n = 177)*
Percentage of Students Served in Job Who Were American Indian	
50% or more	80%
100%	52

* Includes only those who completed degrees.

Source: Survey of Past Participants.

Of the few participants who had worked in jobs serving fewer than 25% Indians, most (61%) had worked as teachers in public schools. Smaller percentages had worked as administrators or counselors in public schools (10% and 5%, respectively). Twenty percent had worked in other types of positions (e.g., clerical, service, business owner).

How Important Was the EPD Program to Participants?

Participants were asked how important the EPD program was in their development as educators. The vast majority (89%) of participants reported that the program was either "very important" or "extremely important" (Table 5-5). Only 10% indicated that the program was "somewhat important," and virtually no one indicated that the program was "not very important" or "not important." Responses did not vary significantly by type of project.

Table 5-5

IMPORTANCE OF EPD PROGRAM AS REPORTED BY PARTICIPANTS

	University (n-96)	Resource Center (n=66)	Tribal College (n=90)	Community Organization (n=23)	All (n=275)
Extremely important	57%	70%	57%	65%	61%
Very important	26	24	33	26	28
Somewhat important	14	6	10	9	10
Not very important	2	0	0	0	<1
Not important	1	0	0	0	<1

Source: Survey of Past Participants.

The importance of the EPD program as reported by participants did vary, however, according to whether or not they had received a stipend from the project (Table 5-6). Participants who had received stipends were significantly more likely than those who had not received stipends to report that the program was "extremely important" to their educational development (64% vs. 41%, $p<.05$) and significantly less likely to report that the program was less than "very important."

Table 5-6

IMPORTANCE OF EPD PROGRAM AS REPORTED BY PARTICIPANTS, BY RECEIPT OF STIPEND

	Received Stipend (n=27)	Did Not Receive Stipend (n=236)
Extremely important	64%	41%
Very important	26	38
Not important, not very important, or somewhat important	10	22

Source: Survey of Past Participants.

All in all, past participants of the EPD program reported that the program was very important. According to one student at a resource center project who is still completing her degree:

> *This program has been very beneficial to my needs in education. It has provided me the chance to further my goals. Without this program I would not have been able to attend college. I have also become more aware of my Indian heritage and the culture of my tribe. I was able to attend elementary schools and get a first-hand view of many problems that face our Indian children. Through this experience, when I begin to teach, I will be better able to help these children.*

6 SUMMARY AND POLICY ISSUES

In this concluding chapter, we provide a brief summary of the major study findings and then discuss some of the policy implications. In terms of policy, we look at the issues of accountability, funding, and project selection criteria.

Summary

The Education Personnel Development Program (EPD) was designed to increase the numbers of qualified educators—especially American Indian educators—in schools that serve primarily American Indian populations. During the 5-year period covered by this study (1987 to 1991), the federal government supported this effort at more than $2 million annually. Grants ranging from $150,000 to $200,000 annually were awarded to 21 universities, resource centers, tribal colleges, and community organizations, typically for a 2- or 3-year period.

Each of the projects funded by EPD grants was unique, and the range of projects was broad. For example, one project prepared students for doctorates in educational research and evaluation; another sought to help school district paraprofessionals earn teaching credentials. Nevertheless, projects also had some commonalties. Generally, they provided a combination of direct financial support (stipends and tuition), counseling, and academic assistance, and special coursework to prepare primarily Indian students to go on to work with Indian populations.

Overall, the projects were successful: a large majority (72%) of participants attained their degrees, nearly all who finished (85%) went on to work in educational positions, and 89% worked in jobs where the majority of students served were American Indians. Data from the participant surveys and case studies suggest that the existence of these supportive programs made an important difference in participants' educational careers and in the number of Indian students who are served by Indian teachers as a result of the program. Thus, a global review of the EPD program confirms that the program is one of merit that successfully meets its stated goals.

Policy Issues

Although we found considerable evidence of program success, the study also uncovered a number of issues that policymakers should consider in making decisions about future support of the EPD and similar programs. These fall into three main areas: (1) accountability of projects and the ability of the Department of Education to track their progress, (2) current levels and patterns of funding, and (3) criteria for selecting EPD projects.

Project Tracking and Accountability

To what extent did each of the funded projects meet the set of goals stated in the application for the EPD grant? Can ED track the progress of projects over time? We had difficulty answering these questions in this study.

We found no systematic accountability process in place for the EPD program. A system of accountability is desirable because it is a way to gather information about a program, determine its effectiveness, and use the information to improve its quality. In the case of the EPD program, both OIE and the individual grantees have a stake in the success of the program. OIE's concern lies with the overall program, the grantees' concern lies with the success of their own projects. Thus, an accountability system is important and necessary both at the grantee level and on a national level.

According to EPD project directors and coordinators, most contact between OIE and the EPD projects occurred through written communications such as final reports and financial reports from the grantees to OIE (see Table 6-1). OIE's principal mechanism for reviewing projects, then, is final reports. Consequently, the content of such reports is of utmost importance because they contain the information that can be used by the grantees and by OIE to assess and strengthen the EPD program. On applying for an EPD grant, all projects must sign assurances that they will "provide in [a] final performance report information on the selection, academic performance, and job placement of project participants." Although projects reported providing such reports to ED, we found two problems with the reports that diminish their usefulness.

First, once the reports reach ED, there appears not to be a systematic accountability process in place for tracking the receipt, review, and utilization of project reports. Indeed, policymakers and program administrators in the Department of Education do not appear to have ready access to the reports. We requested a copy of the final reports from both OIE and the Office of Grants and Contracts within ED, but we were unable to obtain the reports from either office. According to the Office of Grants and Contracts (OGC), grantees send their final reports to OGC, which then is supposed to forward them to OIE. Upon receiving the reports, OIE is supposed to send a letter of receipt to OGC that is put in the grantees' files. In our search for the final reports, OIE said that they did not have the final reports, and Grants and Contracts had neither the reports nor any letters of receipt. We were able to obtain 12 reports by telephoning the directors of the EPD projects and requesting reports directly from them.

Table 6-1

FREQUENCY OF CONTACT AND TYPE OF CONTACT BETWEEN OIE AND EPD PROJECTS

	Percentage of Projects That Reported Contact		
	Always or Often	Sometimes	Rarely or Never
Project provides detailed financial reports (n=14)	93	7	6
Project provides an annual report to OIE (n=15)	87	7	7
OIE leaves projects to run program in own way (n=14)	86	14	0
OIE representatives are available by phone or fax (n=16)	75	13	13
OIE provides advance information on grants (n=15)	40	47	13
OIE provides assistance and/or guidelines on applying for funds (n=16)	25	44	31
OIE representatives visit the project (n=16)	6	38	56

Source: EPD Grantee Surveys.

The lack of ready access to these reports by policymakers and program administrators suggests that ED may wish to consider developing a more formalized process to ensure grantee accountability. There are some activities that currently either are or should be carried out by OIE to help promote program effectiveness. These include reviewing grant applications, providing technical assistance to grantees, monitoring program compliance, reviewing budgets and evaluations, and monitoring program effectiveness. Each of these steps is important to promoting the most effective program possible. To correct the existing problems with final reports, ED needs to establish a specific series of steps for monitoring incoming reports and to use their contents when making decisions regarding the EPD program. Because this study did not evaluate internal processes within OIE or their staffing capabilities, we are limited in our ability to suggest specific actions that should be adopted. However, it is clear that some system needs to be developed and implemented so that the final reports can be useful for both ED and the grantees. If such a system is already in place, then ED may wish to assign a program officer to oversee the accountability processes to ensure they are being implemented effectively.

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Second, final reports that we reviewed varied considerably in their thoroughness. Some projects described their goals and objectives in fine detail and assessed the extent to which each had been met by project accomplishments. Other projects set forth very broad goals and objectives, using these to measure broad accomplishments. These types of differences make assessment across all projects very difficult. To address this problem, ED should recommend a standardized way of reporting particular information, so that the final reports can be useful as an accountability tool and as a means for improving program quality. At a minimum, EPD grantees should be required to provide a set of certain statistics that would be useful in understanding the functioning of EPD as a whole. These include the number of applicants to each project, the number accepted and enrolled, the number who are American Indians and the tribes they represent, and the number who graduate, specifying the degree or certification received. Because one purpose of the EPD program is to increase the quality and numbers of personnel working with American Indian children, ED should consider requiring all grantees to conduct a follow-up investigation of the subsequent employment positions of each program graduate to determine whether this purpose is being met.

The accountability difficulties discussed do not imply that EPD-funded projects are not implementing their programs in accordance with their applications. In fact, for the 11 sites for which we have both applications and final reports, we are aware of only 2 cases in which projects diverged from their original plans. Ramah Navajo School Board decreased its required course load to reduce the strain experienced by students who were holding full-time jobs, traveling long distances to attend class, and maintaining families. The project also compensated volunteer tutors when their jobs turned out to be more extensive and time consuming than originally anticipated. Because they did not receive the full amount of funds requested, Oglala Lakota College omitted one of their planned program components and did not offer inservice training sessions. They also used project funds to include particular content in a variety of courses rather than funding some of the new courses originally proposed. In each of these cases, though, the projects first negotiated their changes with ED and received approval from ED's Office of Grants and Contracts.

Funding

The success of the EPD program comes at a cost that is in line with those of other programs of the same scope. We have shown that such expenditures are similar to those of similar federal programs such as the Bilingual Educational Personnel Training Program and the Training Personnel for the Education of Individuals with Disabilities Program. Although costs vary considerably among EPD projects, even the highest-cost EPD projects (usually projects funding graduate studies) are not out of line with what, for example, the National Science Foundation pays for graduate support (approximately $21,500 annually).

The discussion meetings with project directors and comments on past participant surveys revealed that two aspects of the EPD funding process have proven to be difficult for project participants: caps on stipends and the funding cycle of the entire program.

Federal EPD regulations limit the size of stipends to $600 per month and the size of dependent allowances to $90 per month per dependent. Despite an increased cost of living, these limits have not been adjusted for over 15 years. One past participant from Montana State University wrote in his survey, "in 1976-77 I received support for my MA degree through OIE. At that time the stipend was $600 and a lot for an individual attending school. The stipend is still $600, 15 years later, with no consideration for high cost and inflation." The project director from Pennsylvania State University noted that "$600 per month for living expenses is not enough in a high cost area. Our students at Penn State need at least $1,000 per month not counting dependent support. Rent in State College, Pennsylvania, for a family of four would be about $800 for an apartment and even more for house rental. More students would complete and more would enroll if they had adequate funding." He concluded that "OIE must do whatever it takes to raise the level of support for students."

Our data do not permit an analysis of the association between the amount of an individual's stipend and likelihood of completing the program.[25] However, 23% of the past participants who left school without completing their degrees indicated that they had dropped out because of personal financial pressures. Project directors and participants, both on-site and in their surveys, called for a review of this regulation. Within budget constraints, ED should reexamine this limitation.

Also at issue is the typical 3-year funding cycle of the EPD program. Both project directors and project participants noted that the 3-year funding cycle was, in some instances, detrimental to students' success. In particular, where projects were not refunded, some students lost valuable financial support and were unable to complete their programs. Ten percent of those who did not complete their programs reported that their principal reason for not completing them was that their EPD programs were discontinued.

All project directors knew that the funding cycle was for three years. Perhaps this motivated some projects to select applicants based on their projected ability to complete the requirements for graduation (see discussion on Recruitment and Selection of Participants, Chapter 3). It may be suggested that project directors who did not implement this policy were irresponsible for recruiting persons who could not reasonably finish within three years. However, the criteria for student selection stated most frequently by grantees were that the applicant had to be American Indian, had to express a commitment to working with American Indian children, and needed experience working with American Indian children. These criteria were established to increase the likelihood that American Indian children would benefit from the services of the participants on completion of their training. Therefore, limiting selection based on an applicant's projected ability to graduate in three years not only puts considerable constraints on the pool of eligible applicants but also does not take into consideration the other criteria employed by grantees to promote the overall purposes of the EPD program. In response to this funding issue, several project directors at discussion meetings held for this study suggested that institutions awarding bachelor's degrees receive funding for 5 years to ensure that the participants can finish their academic programs during the funding cycle.

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[25] Participants were not asked the amount of the stipends they received.

Project Selection Criteria

Throughout this report, we have highlighted the diversity of EPD projects, noting variety in project goals, degrees offered, participants served, and per capita costs. About half of the projects examined in this study were providing training for American Indians to become teachers. Most others focused on improving the credentials of current teachers; however, some projects had an administrative focus, and one project focused almost exclusively on training participants in educational research and evaluation. Some projects recruited participants who had already been in the postsecondary education system for some time—for example, students with bachelor's or master's degrees—and helped them earn their next degree by providing them with stipends, one or more seminars on American Indian language and/or culture, and a sense of community. Other projects recruited individuals from local reservations who not only had no previous college experience, but would not even have considered attending college had it not been for the considerable services offered by the program, including stipends for the student and dependents, counseling, reduced class loads, and classes on the reservation.

Our findings show that most projects have high success rates in terms of the percentages of students completing the program and going on to serve an Indian population. Thus, the decision whether to focus the EPD program more narrowly (and, if so, on which types of programs) or to continue to fund a broad range of programs must be based strictly on whether ED wishes to train particular people for particular positions, not on whether one type of program is more successful than another.

Since the time period covered by this study, ED in fact has pursued a policy of increasing the number of people trained for particular types of positions Specifically, ED sought to encourage EPD programs in which the participants—and the schools in which they were likely to be employed—were located on a reservation or in a rural community, at least during the school year Thus, for the 1992 EPD competition, an absolute priority was established that set aside most funds for institutions with on-site training programs

In making project selection decisions, ED should continue to consider priorities it identifies based on needs assessments ED should also continue to consider the priorities set forth by the local EPD project applicants In their applications for grants, the projects are required to discuss the needs of their local communities or the needs of American Indian education as a whole, and a rationale of how the projects they propose will address those needs The current flexibility of the EPD program allows each project to assess the needs it sees for its local communities and to develop a program that it determines will most effectively meet those needs

A second policy issue concerning project selection involves institutional capacity building Clearly, some schools use EPD grants to help build their overall institutional capacity Whereas most projects used funds to pay for student stipends, tuition, and program administration, several projects also funded teaching staff At the extreme, one tribal college used funds to include particular content in a variety of courses and to fund several new courses All education majors at the college were thus affected by EPD This example of using EPD funds to build institutional capacity illustrates a possible alternative that ED may wish to pursue or restrict

Overall, this study has pointed to the success of the EPD program This federal effort gets dollars to a number of institutions that clearly need them and helps support programs for American Indian students that otherwise would not exist EPD project participants have a high rate of degree completion, and most go on to work with American Indian students

8

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Appendix A

PUBLIC LAW 100-297, SEC. 5321(D) AND SEC. 5322
FEDERAL REGISTER, VOL. 56, NO. 168, PP. 42722-42724
34 CFR CH 11, PART 256

~~(i) remedial and compensatory instruction, school health, physical education, psychological, and other services designed to assist and encourage Indian children to enter, remain in, or reenter elementary or secondary school;~~

~~(ii) comprehensive academic and vocational instruction;~~

~~(iii) instructional materials (such as library books, textbooks, and other printed, published, or audiovisual materials) and equipment;~~

~~(iv) comprehensive guidance, counseling, and testing services;~~

~~(v) special education programs for handicapped and gifted and talented Indian children;~~

~~(vi) early childhood programs, including kindergarten;~~

~~(vii) bilingual and bicultural education programs; and~~

~~(viii) other services which meet the purposes of this subsection; and~~

~~(B) to establish and operate exemplary and innovative educational programs and centers, involving new educational approaches, methods, and techniques designed to enrich programs of elementary and secondary education for Indian children.~~

~~(2) In addition to the grants provided under paragraph (1), the Secretary is authorized to provide grants to consortia of Indian tribes or tribal organizations, local educational agencies, and institutions of higher education for the purpose of developing, improving, and implementing a program of—~~

~~(A) encouraging Indian students to acquire a higher education, and~~

~~(B) reducing the incidence of dropouts among elementary and secondary school students.~~

A-1

Sec 5321 (d) Training.—

(1) The Secretary is authorized to make grants to institutions of higher education and to State and local educational agencies, in combination with institutions of higher education, for carrying out programs and projects—

(A) to prepare persons to serve Indian students as teachers, administrators, teacher aides, social workers, and ancillary educational personnel; and

(B) to improve the qualifications of such persons who are serving Indian students in such capacities.

(2) Grants made under this subsection may be used for the establishment of fellowship programs leading to an advanced degree, for institutes and, as part of a continuing program, for seminars, symposia, workshops, and conferences.

(3) In programs funded by grants authorized under this subsection, preference shall be given to the training of Indians.

(e) Grants for Evaluation and Technical Assistance.—

(1) The Secretary is authorized to make grants to, and to enter into contracts with, public agencies, State educational agencies in States in which more than 5,000 Indian children are enrolled in public elementary and secondary schools, Indian tribes, Indian institutions, and Indian organizations, and to make contracts with private institutions and organizations, to establish, on a regional basis, information centers to—

(A) evaluate programs assisted under this Act and under other Indian education programs in order to determine their effectiveness in meeting the special educational and culturally related academic needs of Indian children and adults and to conduct research to determine those needs;

(B) provide technical assistance upon request to local educational agencies and Indian tribes, Indian organizations, Indian institutions, and parent committees created pursuant to section 5314(b)(2)(B)(ii) in evaluating and carrying out programs assisted under this Act, through the provision of materials and personnel resources; and

Public information.

(C) disseminate information upon request to the parties described in subparagraph (B) concerning all Federal education programs which affect the education of Indian children and adults, including information on successful models and programs designed to meet the special educational needs of Indian children.

Contracts.

(2) Grants or contracts made under this subsection may be made for a term not to exceed 3 years and may be renewed for additional 3-year terms if provision is made to ensure annual review of the projects.

Contracts.

(3) From funds appropriated under the authority of subsection (g)(1), the Secretary is authorized to make grants to, and to enter into contracts with, Indian tribes, Indian institutions, and Indian organizations, and public agencies and institutions for—

(A) the national dissemination of information concerning education programs, services, and resources available to Indian children, including evaluations thereof; and

(B) the evaluation of the effectiveness of federally assisted programs in which Indian children may participate in achieving the purposes of such programs with respect to such children.

(4) The sum of the grants made under this subsection to State educational agencies for any fiscal year shall not exceed 15 percent of the total amount of funds appropriated for the provision of grants under this subsection for such fiscal year.

(f) Applications for Grants.—

(1) Applications for a grant under this section shall be submitted at such time, in such manner, and shall contain such information, and shall be consistent with such criteria, as may be required under regulations prescribed by the Secretary. Such applications shall—

(A) set forth a statement describing the activities for which assistance is sought;

(B) in the case of an application for a grant under subsection (c)—

(i) subject to such criteria as the Secretary shall prescribe, provide for—

(I) the use of funds available under this section, and

(II) the coordination of other resources available to the applicant,

in order to ensure that, within the scope of the purpose of the project, there will be a comprehensive program to achieve the purposes of this section, and

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(ii) provide for the training of personnel participating in the project; and

(C) provide for an evaluation of the effectiveness of the project in achieving its purpose and the purposes of this section.

(2)(A) The Secretary may approve an application for a grant under subsection (b), (c), or (d) only if the Secretary is satisfied that such application, and any document submitted with respect thereto—

(i) demonstrate that—

(I) there has been adequate participation by the parents of the children to be served and tribal communities in the planning and development of the project, and

(II) there will be such participation in the operation and evaluation of the project, and

(ii) provide for the participation, on an equitable basis, of eligible Indian children—

(I) who reside in the area to be served,

(II) who are enrolled in private nonprofit elementary and secondary schools, and

(III) whose needs are of the type which the program is intended to meet,

to the extent consistent with the number of such children.

(B) In approving applications under this section, the Secretary shall give priority to applications from Indian educational agencies, organizations, and institutions.

(3) The Secretary may approve an application for a grant under subsection (e) only if the Secretary is satisfied that the funds made available under that subsection will be used to supplement the level of funds from State, local, and other Federal sources that would, in the absence of Federal funds provided under that subsection, be made available by the State or local educational agency for the activities described in that subsection, and in no case will be used to supplant those funds.

(g) Authorization of Appropriations.—

(1) For the purpose of making grants under the provisions of this section, there are authorized to be appropriated $35,000,000 for each fiscal year ending prior to October 1, 1993.

(2) For the purpose of making grants under subsection (e)(1), there are authorized to be appropriated $8,000,000 for each of the fiscal years ending prior to October 1, 1993.

SC 2622

SEC. 5322. SPECIAL EDUCATIONAL TRAINING PROGRAMS FOR THE TEACHERS OF INDIAN CHILDREN.

racts

(a) In General.—

(1) The Secretary is authorized to make grants to, and enter into contracts with, institutions of higher education, Indian organizations, and Indian tribes for the purpose of—

(A) preparing individuals for teaching or administering special programs and projects designed to meet the special educational needs of Indian people, and

(B) providing in-service training for persons teaching in such programs.

(2) Priority shall be given in the awarding of grants, and in the entering into of contracts, under subsection (a) to Indian institutions and organizations.

(b) Fellowships and Traineeships.—

Contracts.

(1) In carrying out the provisions of this section, the Secretary is authorized to award fellowships and traineeships to individuals and to make grants to, and to enter into contracts with, institutions of higher education, Indian organizations, and Indian tribes for the costs of education allowances.

(2) In awarding fellowships and traineeships under this subsection, the Secretary shall give preference to Indians.

(3) In the case of traineeships and fellowships, the Secretary is authorized to grant stipends to, and allowances for dependents of, persons receiving traineeships and fellowships.

(c) Authorization of Appropriations.—There are authorized to be appropriated for each fiscal year ending prior to October 1, 1993, such sums as may be necessary to carry out the provisions of this section.

25 USC 2623.

~~SEC. 5323. FELLOWSHIPS FOR INDIAN STUDENTS.~~

~~(a) In General.—During each fiscal year ending prior to October 1, 1993, the Secretary is authorized to award fellowships to be used for study in graduate and professional programs at institutions of higher education. Such fellowships shall be awarded to Indian students in order to enable them to pursue a course of study of not more than 4 academic years leading toward a post baccalaureate degree in medicine, clinical psychology, psychology, law, education, and related fields or leading to an undergraduate or graduate degree in engineering, business administration, natural resources, and related fields.~~

~~(b) Stipends.—The Secretary shall pay to persons awarded fellowships under subsection (a) such stipends (including such allowances for subsistence of such persons and their dependents) as he may determine to be consistent with prevailing practices under comparable federally supported programs.~~

~~(c) Payments to Institutions In Lieu of Tuition.—The Secretary shall pay to the institution of higher education at which the holder of a fellowship awarded under subsection (a) is pursuing a course of study, in lieu of tuition charged such holder, such amounts as the Secretary may determine to be necessary to cover the cost of education provided the holder of such a fellowship.~~

~~(d) Special Rules.—~~

~~(1) The Secretary may, if a fellowship awarded under subsection (a) is vacated prior to the end of the period for which it was awarded, award an additional fellowship for the remainder of such period.~~

~~(2) By no later than the date that is 45 days before the commencement of an academic term, the Secretary shall provide to each individual who is awarded a fellowship under subsection (a) for such academic term written notice of the amount of such fellowship and of any stipends or other payments that will be made under this section to, or for the benefit of, such individual for such academic term.~~

~~(3) Not more than 10 percent of the fellowships awarded under subsection (a) shall be awarded, on a priority basis, to persons receiving training in guidance counseling with a specialty in the area of alcohol and substance abuse counseling and education.~~

~~(e) Authorization of Appropriations.—There are authorized to be appropriated for fiscal year 1989, and for each of the 4 succeeding~~

A-2

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DEPARTMENT OF EDUCATION

Office of Indian Education

Planning, Pilot, and Demonstration Projects for Indian Children; and Educational Personnel Development

AGENCY: Department of Education.

ACTION: Notice of proposed priorities for fiscal year (FY) 1992.

SUMMARY: The Secretary of Education proposes to establish absolute priorities for fiscal year (FY) 1992 grant competitions under the following Indian education programs: Planning, Pilot, and Demonstration Projects for Indian Children; and Educational Personnel Development. The Secretary takes this action to focus Federal financial assistance on an identified national need. These priorities are intended to (1) increase the availability had effectiveness of services for children by providing them in an integrated fashion, and (2) provide on-site development of teachers and other educational personnel on reservations or rural areas.

DATES: Comments must be received on or before September 30, 1991.

ADDRESSES: All comments concerning these proposed absolute priorities should be addressed to John W. Tippeconnic, III, U.S. Department of Education, 400 Maryland Avenue, SW., room 2177, Washington, DC 20202-6173.

FOR FURTHER INFORMATION CONTACT: Cathie Martin, U.S. Department of Education, 400 Maryland Avenue, SW., room 2177, Washington, DC 20202-6173. Telephone (202) 401-1902. Deaf and hearing impaired individuals may call the Federal Dual Party Relay Service at 1-800-877-8339 (in the Washington, DC 202 area code, telephone 708-9300) between 8 a.m. and 7 p.m., Eastern time.

SUPPLEMENTARY INFORMATION:

Planning, Pilot, and Demonstration Projects for Indian Children

The Planning, Pilot, and Demonstration Projects for Indian Children program provides financial assistance for projects to design, test, and demonstrate the effectiveness of programs for improving educational opportunities for Indian children. The proposed absolute priority would apply to each of the three separate competitions (Planning projects, Pilot projects, and Demonstration projects) conducted under this program. The proposed absolute priority proposed for this program would require coordination among agencies that provide educational and social services through service integration. For the purposes of the proposed priority, service integration is defined as an approach to improving the lives of at-risk Indian children by bringing together education, health, and social services in a comprehensive system for child and family assessment, service delivery, and follow-up monitoring and evaluation. Because the needed services may originate in many agencies, service integration would require collaboration, information sharing, and a possible relocation of services to ensure that the services are convenient and accessible.

A recent study of integrated services for at-risk children conducted for the Departments of Education and Health and Human Services suggests that access to integrated services can be very beneficial to disadvantaged children and their families, especially those who live in communities characterized by extreme poverty, family dissolution, and lack of reasonable access to services. Programs offering comprehensive integration of services have found that highly disadvantaged children often have difficulties with important developmental characteristics of the middle childhood years, primarily between the ages of four through twelve. Because many Indian children fall into the disadvantaged category, the Secretary proposes an absolute priority to demonstrate the effectiveness of projects offering integrated services for Indian children and their families.

Priority

Under 34 CFR 75.105(c)(3), the Secretary proposes to give an absolute preference to Planning, Pilot, and Demonstration Projects that meet the following priority. The Secretary proposes to fund under the competition for each program only projects that meet this absolute priority:

Service Integration. Projects that are designed to achieve all of the following objectives:

(1) Coordination of educational activities with other entities, such as local educational agencies, Indian tribes, State educational agencies, or institutions of higher education;

(2) Integration of Indian Education Act activities with educational activities supported by State, local, tribal, or other Federal funds; and

(3) Integration of school activites with health, social or other family services.

Within this absolute priority, each planning, pilot, or demonstration project must also address one or more of the following areas:

(1) Innovative approaches to keeping students in school until they successfully graduate (e.g., targeting dropout and attendance concerns);

(2) Early childhood and family education; or

(3) Strengthening instruction in the five core curriculum areas of English, mathematics, science, history, and geography, through strategies that include the development of curriculum and materials that incorporate appropriate aspects of the culture of the Indian children to be served. Projects must address the basis for determining how the materials to be developed relate to the Indian culture.

Educational Personnel Development

The Educational Personnel Development program includes two programs supporting projects for:

(1) Preparing persons to serve Indian students as teachers, administrators, teacher aides, social workers, and ancillary educational personnel; and

(2) Improving the qualifications of persons serving Indian students in these capacities.

Reservations and rural areas in which Indian students reside have traditionally had a difficult time recruiting and retraining qualified teachers. The proposed absolute priority for the two Educational Personnel Development programs would address this problem by supporting projects that provide on-site training for persons who already reside on a reservation or in a rural area and who are likely to remain in their communities once their training has been completed.

Priority

Under 34 CFR 75.105(c)(3), the Secretary proposes to give an absolute preference to Educational Personnel Development projects that meet the following priority. The Secretary proposes to reserve a portion of the funds available under each of the two separate competitions for this program only for projects that meet this absolute priority:

"On-site" training to prepare teachers of Indian children. The training must:

(1) Lead to a bachelor's degree or above within five years or less, or meet requirements for teacher certification or both;

(2) Be offered in a reservation or rural community, at least during the school year, in which the participants, and the schools in which they are likely to be employed, are located; and

(3) Involve coordination of activities with other entities, such as institutions of higher education, local educational agencies, tribal colleges, or Indian tribes.

Intergovernmental Review

These programs are subject to the requirements of Executive Order 12372 and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, this document is intended to provide early notification of the Department's specific plans and actions for these programs.

Invitation to Comment

Interested persons are invited to submit comments and recommendations regarding these proposed priorities.

All comments submitted in response to this notice will be available for public inspection, during and after the comment period, at 400 Maryland Avenue, SW., room 2177, Washington, DC between the hours of 8:30 a.m. and 4 p.m., Monday through Friday of each week except Federal holidays.

The Secretary will announce the final priorities in a notice in the Federal Register. The final priorities will be determined by responses to this notice, available funds, and other considerations of the Department. Funding of particular projects depends on the availability of funds, the nature of the final priorities, and the quality of the applications received. The publication of these proposed absolute priorities does not preclude the Secretary from proposing additional priorities, nor does it limit the Secretary to funding only these priorities, subject to meeting applicable rulemaking requirements.

Note:

This notice of proposed priorities does *not* solicit applications. A notice inviting applications under these competitions will be published in the **Federal Register** concurrent with or following publication of the notice of final priorities.

Applicable Program Regulations

34 CFR Parts 254 and 256.

Program Authority: 25 U.S.C. 2621 (a)(1), (b), (d), 2622.

(Catalog of Federal Domestic Assistance Number 84.061 Parts C, D, and E, Planning, Pilot and Demonstration Projects for Indian Children; and 84.061F, Educational Personnel Development)

Dated: August 22, 1991.

Lamar Alexander,

Secretary of Education.

[FR Doc. 91-20686 Filed 8-28-91; 8:45 am]

BILLING CODE 4000-01-M

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PART 256—EDUCATIONAL PERSONNEL DEVELOPMENT

Subpart A—General

Sec.
256.1 Educational Personnel Development.
256.2 Who is eligible for assistance under these programs?
256.3 What regulations apply to these programs?
256.4 What definitions apply to these programs?

Subpart B—What Kinds of Activities Does the Secretary Assist Under These Programs?

256.10 What types of projects may be funded?

Subpart C—How Does One Apply for a Grant?

256.20 What provisions for participation must an applicant make?

Subpart D—How Does the Secretary Make a Grant?

256.30 How does the Secretary evaluate an application?
256.31 To what applicants does the Secretary give priority?
256.32 What selection criteria does the Secretary use?
256.33 What other factors does the Secretary consider in selecting grantees under the section 5321(d) program?

Sec.

Subpart E—What Conditions Must Be Met by Grantee

256.40 What costs are allowable for st pends and dependency allowances?
256.41 What other conditions must grantee meet?

Subpart F—What Are the Administrative Responsibilities of a Grantee?

256.50 What preference must a grante give in selecting participants?

AUTHORITY: 25 U.S.C. 2621(d), 2622, unles otherwise noted.

SOURCE: 49 FR 23774, June 7, 1984, unles otherwise noted.

Subpart A—General

§ 256.1 Educational Personnel Development.

(a) Educational Personnel Development includes two programs supporting projects designed to:

(1) Prepare persons to serve Indian students as teachers, administrators teacher aides, social workers, and ancillary educational personnel; and

(2) Improve the qualifications of persons serving Indian students in these capacities.

(b) The two programs included in Educational Personnel Development are:

(1) The program authorized by section 5321(d) of the Indian Education Act and referred to in this part as the section 5321(d) Program; and

(2) The program authorized by section 5322 of the Indian Education Act and referred to in this part as the section 5322 Program.

(Authority: 25 U.S.C. 2621(d), 2622)

[49 FR 23774, June 7, 1984, as amended at 54 FR 20484, May 11, 1989]

§ 256.2 Who is eligible for assistance under these programs?

(a) The following are eligible for assistance under the Section 5321(d) Program:

(1) Institutions of higher education.

(2) Local educational agencies (LEAs) in combination with institutions of higher education.

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(3) State educational agencies (SEAs) in combination with institutions of higher education.

(b) The following are eligible for assistance under the Section 5322 Program:

(1) Institutions of higher education.

(2) Indian tribes.

(3) Indian organizations.

(Authority: 25 U.S.C. 2621(d), 2622)

[49 FR 23774, June 7, 1984, as amended at 54 FR 20484, May 11, 1989]

§ 256.3 What regulations apply to these programs?

The following regulations apply to these programs:

(a) The regulations in 34 CFR part 250.

(b) The regulations in this part 256.

(Authority: 25 U.S.C. 2621(d), 2622)

§ 256.4 What definitions apply to these programs?

The definitions in 34 CFR 250.4 apply to these programs.

(Authority: 25 U.S.C. 2621(d), 2622)

Subpart B—What Kinds of Activities Does the Secretary Assist Under These Programs?

§ 256.10 What types of projects may be funded?

(a) The Secretary may fund applications proposing projects designed to:

(1) Prepare persons to serve Indian students as educational personnel or ancillary educational personnel, as described in paragraph (b) of this section;

(2) Improve the qualifications of persons serving Indian students in these types of positions; or

(3) Provide in-service training to persons serving Indian students in these types of positions.

(b) Projects assisted under these programs may prepare participants for positions such as teachers, special educators of handicapped or gifted and talented students, bilingual-bicultural specialists, guidance counselors, school psychologists, school administrators, teacher aides, social workers, adult education specialists or instructors, or college administrators.

(Authority: 25 U.S.C. 2621(d), 2622)

Subpart C—How Does One Apply for a Grant?

§ 256.20 What provisions for participation must an applicant make?

Prior to the submission of an applicant under this part, each applicant shall—

(a) To the extent consistent with the number of eligible children in the area to be served who are enrolled in private nonprofit elementary and secondary schools and whose needs are of the type that the program is intended to meet, make provision for the participation on an equitable basis of persons serving or preparing to serve these children as educational personnel or ancillary educational personnel; and

(b) Have provided for adequate participation by relevant tribal communities, including parents of Indian children, in planning and developing this project and have made provision for their participation in operating and evaluating the project.

(Authority: 25 U.S.C. 2621 (d), (f)(1), (2), 2622)

[54 FR 20484, May 11, 1989]

Subpart D—How Does the Secretary Make a Grant?

§ 256.30 How does the Secretary evaluate an application?

(a) The Secretary reviews and approves applications under the section 5321(d) Program separately from applications under the section 5322 Program.

(b) The Secretary evaluates each application under either program on the basis fo the criteria in § 256.32.

(c) The Secretary awards up to 100 possible total points for these criteria.

(d) The maximum possible score for each complete criterion is indicated in parentheses.

(Authority: 25 U.S.C. 2621(d), 2622)

[49 FR 23774, June 7, 1984, as amended at 54 FR 20484, May 11, 1989]

§ 256.31 To what applicants does the Secretary give priority?

In addition to the points awarded under § 256.32, the Secretary awards:

(a) Ten points to each application proposing a project in which all participants will be enrolled in—

(1) A course of study resulting in a degree at the bachelor's level or higher; or

(2) Courses beyond the bachelor's degree.

(b) Ten points to each application under the Section 5321(d) Program from an Indian institution of higher education;

(c) Ten points to each application under the Section 5321(d) Program proposing a project in which 100 percent of participants will be Indian.

(d) Fifteen points to each application under the Section 5322 Program from an Indian institution of higher education, Indian tribe, or Indian organization.

(Authority: 25 U.S.C. 2621 (d) and (f)(2)(B), 2622)

[49 FR 23774, June 7, 1984, as amended at 54 FR 20484, May 11, 1989]

§ 256.32 What selection criteria does the Secretary use?

The Secretary uses the following selection criteria in evaluating each application:

(a) *Need.* (20 points)

(1) The Secretary reviews each application to determine the need for the type of personnel to be trained.

(2) In making this determination the Secretary considers—

(i) The conclusions of and supporting evidence from a current needs assessment or other appropriate documentation; and

(ii) The recency fo the assessment or other documentation.

(b) *Plan of operation.* (25 points)

(1) The Secretary reviews each application for information that shows the quality of the plan of operation for the project.

(2) In making this determination, the Secretary looks for:

(i) A clear statement of the purpose of the project;

(ii) Objectives that are:

(A) Related to the purpose of the project;

(B) Sharply defined;

(C) Stated in measurable terms; and

(D) Capable of being achieved within the project period.

(iii) An activity plan, including a timeline, that clearly and realistically outlines the activities related to each objective;

(iv) Techniques designed specifically to enable project participants to meet the needs of Indian students; and

(v) A plan for effective administration of the project.

(c) *Benefit to Indian students.* (10 points)

(1) The Secretary reviews each application to determine the likelihood that, after receiving training under the project, the participants will serve Indian studelts as educational personnel or ancillary educational personnel, as described in § 256.10(b).

(2) In making this determination, the Secretary considers:

(i) Policies or practices of the applicant, such as those governing selection of participants, that increase the likelihood that participants will serve Indian students on completion of the training; and

(ii) Evidence that, on completion of the training, participants will be able to obtain positions that involve the education of Indian students.

(d) *Quality of key personnel.* (15 points)

(1) The Secretary reviews each application to determine the quality of the staff that the applicant plans to use for the project.

(2) In making this determination, the Secretary considers:

(i) The qualifications of the project director;

(ii) The qualifications of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (d)(2) (i) and (ii) of this section will commit to the project; and

(iv) The extent to which the applicant will give preference to Indians in the hiring of project staff.

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to

the objectives of the project, as well as other information that the applicant provides.

(e) *Budget and cost effectiveness.* (10 points)

(1) The Secretary reviews each application to determine the extent to which the project has an adequate budget and is cost effective.

(2) The Secretary looks for information that shows:

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

(f) *Evaluation plan.* (10 points)

(1) The Secretary reviews each application to determine the quality of the plan for evaluating the project.

(2) In making this determination, the Secretary considers:

(i) How well the evaluation will measure:

(A) The project's effectiveness in meeting each objective; and

(B) The impact of the project on the participants; and

(ii) Procedures for:

(A) Periodic assessment of the progress of the project; and

(B) If necessary, modification of the project as a result of that assessment.

(g) *Adequacy of resources.* (10 points)

(1) The Secretary reviews each application for information that shows that the applicant plans to devote adequate resources to the project.

(2) In making this determination, the Secretary looks for information that shows:

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(Approved by the Office of Management and Budget under control number 1810-0021)

(Authority: 25 U.S.C. 2621 (d), (f)(1), (2), 2622)

[49 FR 23774, June 7, 1984, as amended at 53 FR 49144, Dec. 6, 1988; 54 FR 20484, May 11, 1989]

§ 256.33 What other factors does the Secretary consider in selecting grantees under the section 5321(d) program?

In addition to using the selection criteria in § 256.32, the Secretary considers the prior performance of a grantee under the section 5321(d) program in selecting grantees for new awards under the section 5321(d) program.

(Authority: 25 U.S.C. 2621(d)(4))

[54 FR 20484, May 11, 1989]

Subpart E—What Conditions Must Be Met by a Grantee?

§ 256.40 What costs are allowable for stipends and dependency allowances?

(a) A grantee may, from project funds, pay to participants stipends and allowances for dependents.

(b) Each year, the Secretary announces in a notice in the FEDERAL REGISTER the estimated maximum amount of a stipend and the estimated maximum amount of an allowance for dependents.

(c)(1) In determining a participant's need for assistance and the amount of the assistance, the grantee shall deduct financial assistance—other than loans—received or expected to be received by the participant for his or her living expenses and for the support of his or her dependents.

(2) The total financial assistance provided to a participant from all sources other than loans may not exceed the participant's need for that assistance.

(d)(1) Unless approved by the Secretary, the grantee may not pay a stipend or dependency allowance to a participant who is not a full-time student.

(2) The Secretary may approve payment of a partial stipend to a teacher aide who must take leave without pay in order to be a part-time student.

(Authority: 25 U.S.C. 2621(d), 2622)

§ 256.41 What other conditions must a grantee meet?

Each grantee shall provide adequate information to participants about the intent of the training program.

(Authority: 25 U.S.C. 2621(d), 2622)

[54 FR 20485, May 11, 1989]

Subpart F—What Are the Administrative Responsibilities of a Grantee?

§ 256.50 What preference must a grantee give in selecting participants?

In selecting project participants, a grantee shall give preference to Indians.

(Authority: 25 U.S.C. 2621(d), 2622)

PART 257—EDUCATIONAL SERVICES FOR INDIAN ADULTS

Subpart A—General

Sec.

257.1 Educational Services for Indian Adults.

257.2 Who is eligible for assistance under this program?

257.3 What regulations apply to this program?

257.4 What definitions apply to this program?

Subpart B—What Kinds of Activities Does the Secretary Assist Under This Program?

257.10 What types of projects may be funded?

Subpart C—[Reserved]

Subpart D—How Does the Secretary Make a Grant?

257.30 How does the Secretary evaluate an application?

257.31 What selection criteria does the Secretary use?

AUTHORITY: 25 U.S.C. 2631, unless otherwise noted.

SOURCE: 49 FR 23776, June 7, 1984, unless otherwise noted.

Subpart A—General

§ 257.1 Educational Services for Indian Adults.

This program, Educational Services for Indian Adults, provides financial assistance for educational service projects designed to improve educational opportunities for Indian adults.

(Authority: 25 U.S.C. 2631(b))

§ 257.2 Who is eligible for assistance under this program?

The following are eligible for assistance under this program:

(a) Indian tribes.

(b) Indian organizations.

(c) Indian institutions.

(Authority: 25 U.S.C. 2631(b))

§ 257.3 What regulations apply to this program?

The following regulations apply to this program:

(a) The regulations in 34 CFR part 250.

(b) The regulations in this part 257.

(Authority: 25 U.S.C. 2631)

§ 257.4 What definitions apply to this program?

The definitions in 34 CFR 250.4 apply to this program.

(Authority: 25 U.S.C. 2631)

Subpart B—What Kinds of Activities Does the Secretary Assist Under This Program?

§ 257.10 What types of projects may be funded?

(a) The Secretary makes grants und[illegible] is program for services and instruction below the college level.

(b) The Secretary may fund applications proposing projects designed to:

(1) Enable Indian adults to acquire basic educational skills, including literacy;

(2) Enable Indian adults to continue their education through the secondary school level;

(3) Establish career education projects intended to improve employment opportunities; and

(4) Provide educational services or instruction for:

(i) Handicapped or elderly Indian adults; or

(ii) Incarcerated Indian adults.

(c) The types of projects listed in paragraph (b) of this section are examples of projects the Secretary may fund under this program. An applicant may propose to carry out one or more of these activities or any other activi-

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Appendix B

DATA COLLECTION

Appendix B

DATA COLLECTION

Data for the present report came from site visits, discussion meetings, grant applications, final reports, and surveys of directors of FY 1987-1991 projects and individuals who had been participants in the projects.

Site Visits and Discussion Meetings

To enhance our understanding of the implementation of the EPD program and collect information to assist in the evaluation, five sites were visited during the course of the study. The sites were selected to reflect the diversity of institutions receiving funding and range of degree objectives, and to provide a geographic mix. Table B-1 shows the names of the sites, their locations, types, and degree objectives.

Two study staff members were responsible for site visits; however, each visit was conducted by only one person. The average length of time on-site was a day and a half. In general, site visitors met with the project director and other EPD project staff, university or college faculty members, and project participants. In several sites, visitors also met with K-12 school personnel, including teachers and community members. Table B-2 provides a summary of the types of information collected during site visits.

Two discussion meetings were held: one at the start of the project in December 1991, and the second in August 1992. The first meeting was held in Great Falls, Montana, and was attended by project directors from the University of Wyoming, Stone Child College, and Blackfeet Community College; the acting president of Blackfeet Community College; and Robin Butterfield, a member of our advisory panel. The second meeting was held in Denver, Colorado, and was attended by project directors from American Indian Resource Center, American Indian Research and Development, Inc., Cross Cultural Education Center, Humboldt State University, Oglala Lakota College, and Ramah Navajo School Board.

The purpose of the meetings was to learn from the project directors about two key topics. First, we wanted to gather information about the EPD program, the projects that it has funded, and their relationship to other programs and projects in Indian education.

Table B-1

SITES VISITED IN EVALUATION OF EPD PROGRAM

Site	State	Type	Objectives
Blackfeet Community College	Montana	Consortium of 6 tribally controlled colleges	BA/teacher certification; recruit/enroll students to serve Montana statewide
Pennsylvania State University	Pennsylvania	University	Doctoral program for administrators
Ramah Navajo School Board, Inc.	New Mexico	Community/school-based institution	BA/teacher certification for teacher aides through inservice training in their own community
American Indian Resource Center, Tahlequah	Oklahoma	Resource center associated with other institutions (e.g., University of Arkansas) and agencies	Doctoral program for teachers/field researchers
Oglala Lakota College	South Dakota	Tribal college	BA/teacher certification for local (Pine Ridge) reservation participants

Table B-2

DATA COLLECTION CHECKLIST FOR SITES VISITED

Personnel
Title
Address
Phone number
Current role and responsibilities (relationship to EPD)
Past roles and responsibilities re EPD
Current/past roles in other similar programs

Project Funding
Is this 1st, 2nd, or 3rd year of funding?
What has been level of funding for each year?
What is complete history of EPD funding?
What is relationship of EPD to other federal/state funds?
Overall, how are monies used?

Project Goals
What are goals and objectives of project?
How were goals arrived at (e.g., needs assessment)?
Have these goals changed over time? How? Why?
What are principal barriers to achieving goals? Facilitators?
How does the project measure success in achieving its goals?

Project Operations
Who were past project personnel?
Does project have any method for tracking them?
Can we obtain names, addresses, current phone numbers?
Does the project have a way of tracking past participants?
Can we obtain names, addresses, current phone numbers?
What is relationship of project to other institutions (e.g., state, IHEs, schools, tribal colleges)?
Has project collected any data (e.g., surveys)?

Participants
Provide lists of current and past participants
How many participants are supported this year?
What is education level? What is academic goal?
How many (who) will complete training?
- Reasons for those who will not; help they will receive

How many completed training annually in past years?
- Reasons for those who did not; help they will receive

How does project recruit participants? Difficulties?
How does project place participants? Difficulties?
Where were participants placed? (Names, addresses, phones)
Does project track performance after participants are placed?

EPD Program
What are perceptions at project and institution of EPD Program (e.g., how it might be strengthened, changing funding policies, program focus)?

Second, we wanted to discuss, in more general terms, the status and needs of education personnel serving Indian students. In other words, what kinds of programs and projects are most needed? Information from the first meeting was used to help design our surveys, and from the second meeting to expand on the information we had gathered from site visits and would receive from completed surveys.

Grant Applications and Final Reports

Grant applications provided a rich source of data for information on program goals and operation and population targeted. Applications were furnished by OIE for 14 projects. For 7 projects that had not received funding since FY 1988, applications were not available from OIE (see Exhibit B-1 on page B-11 for availability of data from various sources).[1]

Final reports from projects were used to examine program implementation. Final reports were obtained for several projects during site visits. We requested by telephone final reports for other projects from OIE and from the Office of Grants and Contracts of the Department of Education. After staff from both offices indicated to us that they did not have the reports, we tried to track the location of the reports by telephoning several project directors. They informed us that they had addressed their final reports to the Office of Grants and Contracts. However, in subsequent telephone calls, staff from the Office of Grants and Contracts indicated that they had forwarded the reports to OIE. They further indicated that, according to standard operating procedure, they should have receipts for the reports from OIE in their files; however, they had no such receipts. Thus, the final reports were not locatable within the Department of Education.

When it appeared that the reports might not be available from the Department of Education, we telephoned the director of each project for which we did not have a final report and requested it.[2] If necessary, three telephone contacts were made with a given project director soliciting the report. If no report was received after these contacts, no further contact was made In all, we obtained 12 reports out of the 19 requested (although some were interim or annual reports, rather than final reports)

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[1] Applications from Montana United Scholarship Service, Oklahoma State University, Sisseton Wahpeton School Board, UCLA, University of North Dakota, University of Oklahoma, and Utah Navajo Development Council were not available because they had been sent to a permanent government storage facility.

[2] For two projects that had not been funded for some time (UCLA and Utah Navajo Development Council), we were not able to request final reports because neither the ex-directors nor other project personnel were reachable.

Surveys

Grantee Survey

The purpose of the Grantee Survey was to collect information about the goals and operations of EPD projects during FY 1987-1991. Thus, a survey was developed containing sections on the respondent's role in the EPD project; the nature of the project, including the involvement of American Indians in the project, goals for students, major components of the project, and techniques for recruiting students; project operations, and respondent's educational and demographic background. Two versions of the survey were developed, one for projects that were currently being funded at the time of the survey and another for projects that were no longer being funded. These are attached at the end of this appendix as Exhibits B-2 and B-3.

Although the preferred respondents for the survey were project directors, "grantees" were considered institutions, not individuals. For this reason, a respondent who was affiliated with a project but was not a director was considered a valid respondent if the director could not be contacted. Names and addresses of respondents for survey mailings were taken from grant applications for those projects for which applications were available. For other projects (all of which were no longer in existence), names and addresses were obtained from OIE, from the institutions that had housed the project (e.g., a university), or from other project directors or advisory panel members.

On receiving clearance of the instruments from the U.S. Office of Management and Budget (OMB) in August 1992, we mailed postcards to survey respondents informing them that they would be receiving a survey. In addition to providing advance notification of the survey to respondents, the purpose of this mailing was to provide us with an address check. The postcards were designed to (1) allow potential respondents to correct their mailing address and provide a telephone number, or (2) be returned as undeliverable if the address was no longer valid. Postcards were mailed to 28 directors or coordinators, representing 21 projects. These included multiple respondents for projects that had had more than one project director (either as co-directors, or sequentially). Cards that could not be delivered were returned, either with the correct address or marked as undeliverable. When a card was returned with a new address for a respondent, another postcard was mailed to the new address. With this procedure, we obtained valid addresses for 26 respondents. Postcards for two projects (Utah Navajo and UCLA) were returned as undeliverable.

In the weeks following the mailing of the last unreturned postcard to each respondent,[3] data collection proceeded as follows:

Week 3: A survey questionnaire was mailed to respondents. The questionnaire was accompanied by a letter describing the purposes of the study and urging cooperation.

Week 5: If no completed questionnaire had been received for a given project, a reminder postcard was sent to nonrespondents from that project. (If at least one completed questionnaire had been received for a project, no further contact was made with nonrespondents.)

Week 7: If no completed questionnaire had been received for a given project, a second survey mailing that included a reminder letter and a new copy of the questionnaire was sent to nonrespondents from that project.

Week 8: Reminder phone calls were initiated to nonrespondents of projects for whom no completed questionnaire had been received.

Completed questionnaires were received from 19 persons at 17 institutions. Two project directors (one from a previous project and one from a currently existing project) from each of two institutions (Blackfeet Community College and Ramah Navajo School District) responded. In one of these cases, data from the two surveys were virtually identical; in the other, responses differed more. Because the "grantee" was considered to be the institution, rather than the project director, only one survey per institution (the one completed by the most recent project director) was used in the study.

Data from one project were considered invalid. This was a project run by a community school no longer in existence (Indian Community School) that had ties to a local college. The only respondent that could be found had not been on the project's staff but had some knowledge of the project by virtue of his position at the college. When comparisons of his responses with information from the project's application and final report showed major discrepancies, the survey data were judged invalid and were not used. Exhibit B-1 on page B-11 shows the projects for which valid grantee survey data were obtained.

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[3] The timing of steps described subsequently differed for the various respondents, depending on when the last unreturned postcard was mailed. Thus, respondents for whom several postcards came back with address corrections were on a later timetable than respondents for whom our original address was correct.

Participant Survey

The purpose of the survey of participants was to elicit information about participants' experiences while in the program and after the leaving program, including years of participation in the project, degree sought, services received, program completion, and work history. Two survey instruments were developed, one for individuals who were currently participating in the program ("current participants") and another for individuals who were no longer in participating in the program ("past participants"). As can be seen from Exhibits B-4 and B-5 at the end of this appendix, in addition to slight differences in the wording of items, the two surveys differed in that the survey of past participants asked about program completion and postprogram work history, while the survey of current participants did not.

Project directors or coordinators were asked to provide names and addresses of all individuals who had participated in the project during FY 1987-1991, and to indicate whether each person was still participating in the project during FY 1991. This last information was used to separate "past" and "current" participants.

Once locating information had been received from project directors and instruments had been cleared by OMB, the procedure for mail surveys of participants followed essentially the same steps as the mail survey of grantees, with the mailing of advance notification postcards beginning on August 10, 1992. When postcards were returned by either the Postal Service or respondents with corrected addresses, such addresses were used in subsequent mailings. Surveys with accompanying letters were mailed 2 weeks after notification postcards were mailed. A reminder postcard was mailed to nonrespondents 2 weeks after the survey, and a second survey was mailed 2 weeks after the postcard.

As shown in Table B-3, surveys were mailed to 366 past participants and 401 current participants. As of December 1992, despite concerted follow-up efforts, the response rate for both past and current participants was just 36%.

Table B-3
SURVEY DATA COLLECTION, BY PROJECT

	Past Participants				Current Participants	
	Number of Surveys Mailed	Number of Mail Questionnaires Returned	Number of Telephone Surveys Completed	Total Number of Surveys Completed	Number of Surveys Mailed	Total Number of Surveys Completed
Current Grantees						
American Indian Research & Development	11	8	3	11	18	7
American Indian Resource Center	38	11	21	32	--*	--
Blackfeet Community College Consortium						
Blackfeet CC	--*	--	--	--	33	7
Fort Belknap CC	1	1	0	1	41	9
Fort Peck CC	--*	--	--	--	34	8
Cross Cultural Education Center	30	20	4	24	17	12
Humboldt State University	9	6	3	9	86	38
Menominee Indian Tribe	12	5	7	12	12	2
Montana State University	11	3	7	10	20	8
Oglala Lakota College	43	15	19	34	83	30
Penn State University	30	14	8	22	13	0
Ramah Navajo School Board	1	0	0	0	6	4
Stone Child College	37	15	15	30	20	12
University of Wyoming	41	16	16	32	18	7
Past Grantees						
Indian Community School	13	2	9	11	n/a**	n/a
Montana United Scholarship	--*	--	--	--	n/a**	n/a
Oklahoma State University	4	1	2	3	n/a**	n/a
Sinte Gleska College	32	11	15	26	n/a**	n/a
Sisseton Wahpeton School Board	25	0	5	5	n/a**	n/a
UCLA	3	0	0	0	n/a**	n/a
University of North Dakota	25	15	16	21	n/a**	n/a
University of Oklahoma	--*	--	--	--	n/a**	n/a
Utah Navajo Development Council	--*	--	--	--	n/a**	n/a
Total	366	133	150	283	401	144
(Percent)		(36%)	(41%)	(77%)		(36%)

* No names or addresses of participants were obtained.

**Not applicable; no current project at this institution.

To allow us to obtain more representative data on program participants regarding key issues, we conducted follow-up telephone surveys with past participants who had not responded to the mail survey.[4] An abbreviated version of the mail survey was administered by telephone for this purpose. To minimize differences in responses from using two survey techniques, all questions in the telephone survey were worded identically to their counterpart questions in the mail survey and the same response categories were used.[5] A copy of the telephone version of the Past Participant survey is attached as Exhibit B-6.

Telephone interviews were conducted by a subcontractor, Chilton Research Services (CRS), during January and the first week of February 1993. We furnished to CRS a data tape containing names and addresses of 233 past participants from 16 projects. CRS was instructed to attempt to interview all past participants on the list, not to draw a random sample from the list.

Using two interviewers who specialized in tracking hard-to-find respondents, CRS began by tracking telephone numbers of past participants from each project. They used information from individuals at the respondent's last known telephone number, directory assistance, and information from other individuals who had been in the same EPD project as the respondent. CRS reported that fellow past participants were often knowledgeable and very helpful.

Telephone calls for both tracking and interviewing purposes took place during the day and the evening, and interviewers were given no limit to the number of calls they could make for a given interview. Using these techniques, CRS completed interviews with 150 past participants from 16 projects. Thus, key information was obtained for 283 past participants (77%) using the combination of mail and telephone survey methods.

Data Entry and Quality Control

All mail surveys were hand-edited by project staff, who checked for stray marks and logical inconsistencies, and recoded answers if a respondent's marginal comments indicated the need to do so.

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[4] We focused our limited resources on following up past participants because this population could provide outcome data. Data from the survey of current participants thus were not used for this report because of the low final response rate from this group.

[5] The exception to this was one question to which two new response categories were added after initial telephone interviews showed them to be common responses.

Data from telephone interviews were keypunched by CRS. Open-ended items concerning work history (type of place of work and type of job) were coded using SRI's numeric codes. Machine-readable data from the mail and telephone surveys were then combined. The combined dataset was further checked for out-of-range values and logical inconsistencies, and cleaned accordingly.

Exhibit B-1

DATA USED IN THIS REPORT, BY EPD PROJECT

	Grant Application	Final Report	Grantee Survey	Surveys of Participants
EPD Project				
American Indian Research and Development	✓	✓	✓	✓
American Indian Resource Center	✓	✓	✓	✓
Blackfeet Community College	✓		✓	
Cross-Cultural Education Center	✓	✓	✓	✓
Humboldt State University	✓	✓	✓	✓
Indian Community School	✓	✓		✓
Menominee Indian Tribe	✓		✓	✓
Montana State University	✓	✓	✓	✓
Montana United Scholarship Service				
Oglala Lakota College	✓	✓	✓	✓
Oklahoma State University		✓	✓	✓
Penn State University	✓	✓	✓	✓
Ramah Navajo School Board	✓	✓	✓	
Sinte Gleska College	✓			✓
Stone Child College	✓		✓	✓
Sisseton-Wahpeton School Board			✓	
UCLA				
University of North Dakota		✓	✓	✓
University of Oklahoma			✓	
University of Wyoming	✓	✓	✓	✓
Utah Navajo Development Council				

Exhibit B-2

SURVEY OF CURRENT GRANTEES RECEIVING EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) FUNDS FROM U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

SURVEY OF CURRENT GRANTEES RECEIVING EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) FUNDS FROM U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

(LABEL GOES HERE)

OMB # 1875-0075
Expires 12/31/92

This survey is being administered by SRI International as part of an evaluation of Educational Personnel Development (EPD) Projects in Indian Education. This evaluation is being conducted under contract with the U.S. Department of Education, with the full support of the Office of Indian Education. The evaluation will address the question of how well the program is meeting the need for training of teachers and other educational personnel to serve American Indian students, and make recommendations for strengthening the program as necessary.

It is our understanding that you are the director of a project at the institution named on the label above. If this is not the case, please stop after the first question and call Ms. Teresa Middleton collect at 415-859-3403.

The number on the cover page allows SRI to cross your name off the mailing list once we have received your responses. The information entered into the database will not include your name. Your individual responses will not be reported to anyone; only group statistics will be reported.

Thank you for taking part in this survey. Although your participation is voluntary, your responses will help SRI to provide a comprehensive description of the EPD program and identify areas in which the program might be strengthened.

If you have any questions about this survey, please call:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
415-859-3382

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington D.C., 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

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PLEASE READ THE INSTRUCTIONS BELOW AND ANSWER QUESTION I

There are 4 sections in this questionnaire:

A. Participation in an EPD Project
B. Nature of the EPD Project
C. EPD Project Operations
D. Socioeconomic Data

☞ Please read all instructions and questions carefully. Answer the questions by circling the appropriate number or writing in the answer, if requested to do so. It is important that you limit your response to ***one*** answer for questions that direct you to "**CIRCLE ONE.**"

☞ EPD funds go to a number of different kinds of institutions (colleges, universities, tribal colleges, and centers). To save confusion, in this questionnaire we use the term "institution" to refer to any of those institutions receiving EPD funds.

☞ When you have completed the questionnaire please seal it in the enclosed envelope and return it to SRI International.

☞ Before you begin, you may want to assemble the financial records and student records for the EPD project referred to on the front of this survey.

☞ The label on the cover of this survey names an institution which received funds for an Educational Personnel Development (EPD) project. Unless otherwise instructed, the questions in this survey refer to *that specific EPD project only*.

I. Do you now serve as director of that project? (CIRCLE ONE)

1 Yes (PLEASE CONTINUE WITH QUESTIONNAIRE)

2 No, I am no longer director of that project. (PLEASE GIVE THIS SURVEY TO THE CURRENT PROJECT DIRECTOR AND CALL US WITH THE CURRENT DIRECTOR'S NAME)

3 No, I was ***NOT*** a director of any EPD program. (PLEASE GIVE THIS SURVEY TO THE CURRENT PROJECT DIRECTOR AND CALL US WITH THE CURRENT DIRECTOR'S NAME)

A. PARTICIPATION IN AN EPD PROJECT

A1 During which academic years have you served as director of the EPD project at this institution, approximately how many students were enrolled each year, and how many of these were American Indian?
(PLEASE CIRCLE *ALL* NUMBERS THAT APPLY AND ENTER *ALL* DATA FOR ALL APPLICABLE YEARS)

		Total number of EPD students per year	Number of EPD students who were American Indian
1	Earlier than 1987	________	________
2	1987—1988	________	________
3	1988—1989	________	________
4	1989—1990	________	________
5	1990—1991	________	________
6	1991—1992	________	________

A2 To what extent are the following functions a part of your job as an EPD project director, and how important do you think they are to the success of the project? (CIRCLE *ONE* FOR EACH LINE)

		This is something I *DO* that I think is:				
	Not applicable or others did this	Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. Preparation of funding application	0	1	2	3	4	5
b. Identification of resources/funding	0	1	2	3	4	5
c. Hiring faculty/staff for project	0	1	2	3	4	5
d. Designing courses for EPD students	0	1	2	3	4	5
e. Teaching courses to EPD students	0	1	2	3	4	5
f. Coordinating project activities	0	1	2	3	4	5
g. Selecting student applicants	0	1	2	3	4	5
h. Counseling EPD students	0	1	2	3	4	5
i. Helping students obtain funding	0	1	2	3	4	5
j. Placement of students after they complete program	0	1	2	3	4	5
k. Resolving conflicts between EPD students and faculty	0	1	2	3	4	5
l. Resolving conflicts between EPD students and the community	0	1	2	3	4	5
m. Participating in faculty and committee meetings	0	1	2	3	4	5
n. Other (DESCRIBE) ______________________	0	1	2	3	4	5

A3 Other than for the EPD project listed on your ID label, have you been involved in *any* EPD project since fiscal year 1974, in any capacity, prior to your current position? (CIRCLE *ONE*)

1 No, this was my first involvement with an EPD program (SKIP TO ITEM B1)
2 Yes, I was involved in another EPD program (CONTINUE TO ITEM A4)

A4 Please tell us in what capacity you were involved in any other EPD program, and in what years that involvement took place. (PLEASE CIRCLE *ALL* NUMBERS THAT APPLY AND ENTER *ALL* DATA FOR ALL APPLICABLE TYPES OF INVOLVEMENT)

	Institution	Dates (e.g. 89-92)
1 Project Director	____________________	____ - ____
2 Coordinator	____________________	____ - ____
3 Other support role	____________________	____ - ____
4 Participant (student)	____________________	____ - ____
5 Other (DESCRIBE)____________	____________________	____ - ____

B. NATURE OF THE EPD PROJECT

B1 Please describe the primary staff who work on the EPD project at the institution on the label (e.g., coordinator, project secretary), whether they are full time or part time, their status as faculty members, and whether they are American Indian.
(ENTER PROJECT STAFF TITLES AND CIRCLE *ONE* NUMBER IN *EACH* COLUMN FOR EACH STAFF MEMBER)

	Staff Member	(A) Employment Status?		(B) Faculty Member?		(C) American Indian?	
		Full Time	Part Time	Yes	No	Yes	No
1.	Project director	1	2	1	2	1	2
2.		1	2	1	2	1	2
3.		1	2	1	2	1	2
4.		1	2	1	2	1	2
5.		1	2	1	2	1	2

B2 Apart from project staff, and student participants, are American Indians involved in the project? (CIRCLE *ALL* THAT APPLY)

1 No American Indians are involved
2 Yes, tribal representative(s) helped prepare the funding application
3 Yes, tribal representative(s) serve as advisors to the project
4 Yes, American Indian faculty members are involved in teaching students
5 Yes, American Indians are involved in the project in a non-teaching role
6 EPD students work as interns with tribes
7 We have a job placement agreement with tribal organizations for EPD students
8 Other (DESCRIBE)______________________________

B3 What are the project's goals for the students participating in the EPD program? (CIRCLE *ALL* THAT APPLY)

1 College-level study, but non-degree oriented
2 Associate or A.A. degree
3 Bachelors (e.g. B.A./B.S)
4 Credential (e.g. teacher certification)
5 Masters (M.A./M.S.)
6 Doctorate (Ed.D./Ph.d.)
7 Postdoctoral study
8 Other (DESCRIBE) ______________________________

B4 **In general, do you expect EPD students to reach these goals within one funding cycle? (CIRCLE *ONE*)**

1 Yes

2 No

B5 **We are interested in the extent to which the EPD program is either campus-based or field-based. Throughout their course of study where do students receive most of their education? (PLEASE ESTIMATE PERCENTAGE TO THE NEAREST WHOLE NUMBER)**

Percentage of time spent by participants

(a) In campus classes ______ %

(b) Working in schools/tribal classrooms ______ %

(c) Other (DESCRIBE)______________________________ ______ %

____

TOTAL **100%**

B6 **What are the major components of the project and how important do you think they are for the students as educators? (CIRCLE *ONE* RESPONSE FOR *EACH* LINE)**

	This is NOT a component of the project	This IS a component of the project which is:				
		Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. Aiding interaction among participants who are American Indian	0	1	2	3	4	5
b. Providing courses about how to teach American Indians	0	1	2	3	4	5
c. Providing courses about how to teach in general	0	1	2	3	4	5
d. Providing leadership skills	0	1	2	3	4	5
e. Providing courses about Indian language and/or culture	0	1	2	3	4	5
f. Providing other kinds of courses	0	1	2	3	4	5
g. Teaching students how to work as a team	0	1	2	3	4	5
h. Requiring students to conduct a research project	0	1	2	3	4	5
i. Requiring written papers	0	1	2	3	4	5
j. Requiring students to make oral presentations	0	1	2	3	4	5
k Providing internships/practicums in schools	0	1	2	3	4	5
l. Providing opportunities for student teaching	0	1	2	3	4	5
m. Providing opportunities for community involvement	0	1	2	3	4	5
n. Providing courses on social problems of Indian communities	0	1	2	3	4	5
o. Providing courses on parent involvement	0	1	2	3	4	5
p. Other (DESCRIBE) ____________________	0	1	2	3	4	5

B7 **Does the curriculum offered to EPD students differ from the regular curriculum? (CIRCLE *ONE*)**
(PLEASE ATTACH COPY OF EPD CURRICULUM IF APPLICABLE)

1 Yes, it differs in the following ways (DESCRIBE, e.g., course content, internships)____________________

____

2 No, it is the same

B8 What methods are used to recruit students for the EPD project? (PLEASE CIRCLE *ALL* THAT APPLY)

1 Word of mouth
2 Formal recruiting presentations
3 Paid advertisement (e.g. newspapers, journals)
4 Direct mail distribution (e.g. flyers, newsletters to schools, community/tribal colleges, BIA schools, Indian organizations, etc.)
5 Orientation/Open-House Sessions
6 Direct contact with institution alumni
7 Other (DESCRIBE) ______________________________

B9 What criteria are used to select student applicants?
(PLEASE RANK 1 TO 13 AS FOLLOWS, 1 = most important, 2 = 2nd most important, 3 = 3rd most important, etc.)

Rank
____ a. Applicant is American Indian/Alaskan Native
____ b. Applicant is a member of a particular tribe served by the institution
____ c. Speaks a Native language
____ d. Expresses a desire to learn a Native language
____ e. Has experience working with Indian children
____ f. Is knowledgeable about American Indian/tribal culture
____ g. Expresses a commitment to working with American Indian children
____ h. Expresses a commitment to work on a reservation
____ i. Is enrolled in education classes
____ j. Has the required grade point average
____ k. Has required test scores (e.g., on MAT, GRE)
____ l. Has good letters of recommendation
____ m. Other (DESCRIBE)______________________________

B10 Have any of these criteria changed since the beginning of this EPD project? (CIRCLE *ONE*)

1 Yes (DESCRIBE)______________________________
2 No
3 Don't know

B11 What strategies are used to keep EPD students from dropping out and/or failing? (CIRCLE *ALL* THAT APPLY)

1 No particular strategies for retention
2 Encourage group support
3 Provide personal counseling
4 Provide career counseling
5 Provide academic counseling
6 Provide free child care
7 Provide extra tutoring at no cost
8 Help students find additional funding
9 Other (DESCRIBE)____

B12 For what type of position does the project prepare its EPD students? (CIRCLE *ALL* THAT APPLY)

01 Tribal administrator
02 Tribal educator
03 Teacher aide
04 Elementary school teacher
05 Junior high/high school teacher
06 School principal
07 Other school or district administrator
08 Social worker or counselor
09 Special education teacher
10 College teacher
11 Researcher
12 Other (DESCRIBE) ____

B13 How long is the academic program you offer your students ? (PLEASE CIRCLE *ALL* THAT APPLY)

1 One year
2 Two years
3 Three years
4 Other (DESCRIBE) ____

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B14 How do you assess success of the EPD project? (CIRCLE *ALL* THAT APPLY)

1 By the number of students who apply to the EPD project
2 By the number of students who enroll in the EPD project
3 By the number of students who complete the EPD program
4 By the number of EPD graduates receiving teacher certification
5 By the number of EPD graduates working in classrooms with American Indian children (including teaching, serving as teacher aides, counseling)
6 By the number of EPD graduates serving as administrators in schools and districts with American Indian children
7 By the number of EPD graduates serving as researchers on American Indian language/culture/learning
8 Other (DESCRIBE)____

B15 Is there an evaluation of the project? (CIRCLE *ONE*)

1 Yes, conducted by an outside agency or person
2 Yes, conducted by project staff
3 No (SKIP TO ITEM B17)

B16 What approach is being used in the evaluation? (Please enclose a copy of your most recent evaluation report if possible)

(DESCRIBE) ____

B17 Please tell us about the role of the U.S. Department of Education's Office of Indian Education (OIE) in the EPD project; how often do you interact with OIE representatives? (CIRCLE *ONE* RESPONSE FOR *EACH* LINE)

This IS something that occurs:

	Never	Rarely	Sometimes	Often	Always
a. OIE provides advance information on forthcoming grants	1	2	3	4	5
b. OIE provides assistance and/or guidelines on applying for funds	1	2	3	4	5
c. Representatives of OIE visit the project	1	2	3	4	5
d. Representatives of OIE are available via telephone or fax	1	2	3	4	5
e. We provide an annual report to OIE	1	2	3	4	5
f. We provide detailed financial reports to OIE	1	2	3	4	5
g. OIE leaves us to run our project in our own way	1	2	3	4	5
h. Other (DESCRIBE) ____________________	1	2	3	4	5

C. EPD PROJECT OPERATIONS

**C1 We are interested in financial support or other services your EPD project provides to EPD students.
(CIRCLE *ALL* THAT APPLY, AND ESTIMATE THE PERCENTAGE OF STUDENTS RECEIVING THIS SERVICE)**

	% of Students Receiving
01 A stipend	_______%
02 Dependent stipend	_______%
03 Tuition paid in part or in full	_______%
04 Free tutoring	_______%
05 Allowance for books	_______%
06 Allowance for transportation	_______%
07 Funding for research	_______%
08 Free or low cost child care	_______%
09 Academic counseling	_______%
10 Career counseling/job placement assistance	_______%
11 Personal counseling	_______%
12 Encouragement to continue in the program	_______%
13 Organized study groups	_______%
14 Other organized student activities	_______%
15 Other (DESCRIBE)________________________________	_______%

C2 **For the past year (academic year 1990/91) what *percentage* of your EPD funds were spent in each of the following categories? (PLEASE ESTIMATE THE PERCENTAGE TO THE NEAREST WHOLE NUMBER)**

		% EPD Funds
a	Project staffing and administration (including salaries, fringe benefits)	______%
b.	Instructional cost—faculty at ***your*** institution not included as project staff	______%
c.	Instructional cost—faculty at ***other*** institutions	______%
d.	Consultants (DESCRIBE) ______________________________	______%
e.	Student counseling	______%
f.	Project staff travel	______%
g.	Other travel (DESCRIBE) ______________________________	______%
h.	Student stipends	______%
i.	Dependent stipend	______%
j.	Books and other student supplies	______%
k.	Equipment	______%
l.	Research	______%
m.	Facilities (lease or construction)	______%
n.	Indirect costs	______%
o.	Other (DESCRIBE) ______________________________	______%
TOTAL		**100%**

C3 **What other funding sources were available to the EPD project for that year? (CIRCLE *ALL* THAT APPLY)**

1 Institution funds (DESCRIBE)______________________________
2 Other federal funds (DESCRIBE)______________________________
3 State funds (DESCRIBE)______________________________
4 Private sources (DESCRIBE)______________________________
5 Tribal funds (DESCRIBE)______________________________
6 Other (DESCRIBE)______________________________

C4 What is the project's connection with other colleges/universities? (CIRCLE *ALL* THAT APPLY)

1 We do not work directly with other colleges/universities
2 Faculty from other colleges teach our EPD students
3 Students graduating from the EPD program go to other universities to complete degree programs
4 Other (DESCRIBE) ____

C5 What is the project's connection with K-12 schools ? (CIRCLE *ALL* THAT APPLY)

1 We do not work directly with schools
2 School representative(s) helped prepare the funding application
3 School representative(s) serve in an advisory capacity
4 EPD students work as interns in schools
5 EPD students observe children in class in schools
6 We have an agreement for placing EPD students in schools
7 Other (DESCRIBE) ____

D. SOCIOECONOMIC DATA

D1 In what year were you born? 19___ ___

D2 Gender

1 Female
2 Male

D3 With what racial/ethnic group do you identify? (CIRCLE *ONE*)

1 American Indian/Alaskan Native (please identify tribe, if applicable) ______________________
2 Asian or Pacific Islander
3 Black, not of Hispanic origin
4 Hispanic
5 White, not of Hispanic origin

D4 Do you speak an American Indian/Alaskan Native language? (CIRCLE *ONE*)

1 Yes, fluently (Please specify which language) ____________________
2 Yes, but not fluently (Please specify which language) ____________________
3 No

D5 Up to age 18, where did you live most of the time? (PLEASE CIRCLE *ONE*)

1 Indian Reservation
2 Rural Area (other than Indian reservation)
3 Suburban Area
4 Urban Area

D6 What is the highest level of education you have reached (e.g., high school diploma, AA degree, BA) ? (CIRCLE *ONE*)

1 High school diploma
2 College-level study, but non-degree oriented
3 Associate or A.A. degree
4 Bachelors (e.g. B.A./B.S.)
5 Credential (e.g. teacher certification)
6 Masters (e.g. M.A./M.S.)
7 Doctorate (e.g. Ed.D./Ph.D.)
8 Postdoctoral study

D7 Why did you choose to serve as director of an EPD project? (CIRCLE *ALL* THAT APPLY)

1 I am a graduate of an EPD program myself
2 The project's goals and objectives fit closely with my own
3 I knew people who had been in the EPD program
4 I wanted access to the college/university
5 I was interested in working in a college/university
6 It was located in or near the community where I live
7 Other (DESCRIBE) ______________________________

Please use the remaining space to tell us about your experience with the EPD program and anything else you think would help us better understand the EPD program, and ways in which it might be strengthened.

Thank you for giving this survey your thoughtful attention. Please use the enclosed postage-paid envelope to return this completed questionnaire to:

Ms. Teresa Middleton
Co-director EPD Program Evaluation
SRI International
333 Ravenswood Avenue, Menlo Park, CA 94025

Exhibit B-3

SURVEY OF PAST GRANTEES RECEIVING EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) FUNDS FROM U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

B-33

SURVEY OF PAST GRANTEES RECEIVING EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) FUNDS FROM U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

(LABEL GOES HERE)

OMB # 1875-0075
Expires 12/31/92

This survey is being administered by SRI International as part of an evaluation of Educational Personnel Development (EPD) Projects in Indian Education. This evaluation is being conducted under contract with the U.S. Department of Education, with the full support of the Office of Indian Education. The evaluation will address the question of how well the program is meeting the need for training of teachers and other educational personnel to serve American Indian students, and make recommendations for strengthening the program as necessary.

It is our understanding that you were the director of a project at the institution named on the label above. If this is not the case, please stop after the first question and call Ms. Teresa Middleton collect at 415-859-3403.

The number on the cover page allows SRI to cross your name off the mailing list once we have received your responses. The information entered into the database will not include your name. Your individual responses will not be reported to anyone; only group statistics will be reported.

Thank you for taking part in this survey. Although your participation is voluntary, your responses will help SRI to provide a comprehensive description of the EPD program and identify areas in which the program might be strengthened.

If you have any questions about this survey, please call:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
415-859-3382

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington D.C., 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

PLEASE READ THE INSTRUCTIONS BELOW AND ANSWER QUESTION I

There are 4 sections in this questionnaire:

A. Participation in an EPD Project
B. Nature of the EPD Project
C. EPD Project Operations
D. Socioeconomic Data

☞ Please read all instructions and questions carefully. Answer the questions by circling the appropriate number or writing in the answer, if requested to do so. It is important that you limit your response to ***one*** answer for questions that direct you to "**CIRCLE ONE**."

☞ EPD funds go to a number of different kinds of institutions (colleges, universities, tribal colleges, and centers). To save confusion, in this questionnaire we use the term "institution" to refer to any of those institutions receiving EPD funds.

☞ When you have completed the questionnaire please seal it in the enclosed envelope and return it to SRI International.

☞ Before you begin, you may want to assemble the financial records and student records for the EPD project referred to on the front of this survey.

☞ The label on the cover of this survey names an institution which received funds for an Educational Personnel Development (EPD) project. Unless otherwise instructed, the questions in this survey refer to *that specific EPD project only*.

I Did you serve as director of that project? (CIRCLE ONE)

1 Yes (PLEASE CONTINUE WITH QUESTIONNAIRE)

2 Yes, and I am *currently* directing the EPD Project. (PLEASE STOP. PLEASE CALL KATY HABINA COLLECT AT 415-859-5278. WE WOULD LIKE TO SEND YOU A QUESTIONNAIRE RELATIVE TO YOUR *CURRENT* EXPERIENCE.)

3 No, I was ***NOT*** a director of that EPD program. (PLEASE GIVE THIS SURVEY TO THE CURRENT PROJECT DIRECTOR AND CALL US WITH THE NEW PERSON'S NAME)

A. PARTICIPATION IN AN EPD PROJECT

A1 During which academic years have you served as director of the EPD project at the institution named on the label, approximately how many students were enrolled each year, and how many of these were American Indian?
(PLEASE CIRCLE *ALL* NUMBERS THAT APPLY AND ENTER *ALL* DATA FOR ALL APPLICABLE YEARS)

		Total number of EPD students per year	Number of EPD students who were American Indian
1	Earlier than 1987	________	________
2	1987—1988	________	________
3	1988—1989	________	________
4	1989—1990	________	________
5	1990—1991	________	________
6	1991—1992	________	________

A2 To what extent were the following functions a part of your job as an EPD project director, and how important do you think they were to the success of the project? (CIRCLE *ONE* FOR EACH LINE)

		This was something I *DID* that I think was:				
	Not applicable or others did this	Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. Preparation of funding application	0	1	2	3	4	5
b. Identification of resources/funding	0	1	2	3	4	5
c. Hiring faculty/staff for project	0	1	2	3	4	5
d. Designing courses for EPD students	0	1	2	3	4	5
e. Teaching courses to EPD students	0	1	2	3	4	5
f. Coordinating project activities	0	1	2	3	4	5
g. Selecting student applicants	0	1	2	3	4	5
h. Counseling EPD students	0	1	2	3	4	5
i. Helping students obtain funding	0	1	2	3	4	5
j. Placement of students after they complete program	0	1	2	3	4	5
k. Resolving conflicts between EPD students and faculty	0	1	2	3	4	5
l. Resolving conflicts between EPD students and the community	0	1	2	3	4	5
m. Participating in faculty and committee meetings	0	1	2	3	4	5
n. Other (DESCRIBE) ______________________	0	1	2	3	4	5

A3 **Other than for the EPD project listed on your ID label, were you involved in *any* EPD project since fiscal year 1974, in any capacity? (CIRCLE *ONE*)**

1 No, this was my first involvement with an EPD program (SKIP TO ITEM B1)

2 Yes, I was involved in another EPD program (CONTINUE TO ITEM A4)

A4 **Please tell us in what capacity you were involved in any other EPD program, in the institution you were involved, and what years that involvement took place.**
(PLEASE CIRCLE *ALL* NUMBERS THAT APPLY AND ENTER *ALL* DATA FOR ALL APPLICABLE TYPES OF INVOLVEMENT)

	Institution	Dates (e.g. 89-92)
1 Project Director	____________________	____ - ____
2 Coordinator	____________________	____ - ____
3 Other support role	____________________	____ - ____
4 Participant (student)	____________________	____ - ____
5 Other (DESCRIBE)____________	____________________	____ - ____

B. NATURE OF THE EPD PROJECT

B1 Please describe the primary staff working on the project while you were EPD project director at the institution on the label (e.g., coordinator, project secretary), whether they were full time or part time, their status as faculty members, and whether they were American Indian. (ENTER PROJECT STAFF TITLES AND CIRCLE *ONE* NUMBER IN *EACH* COLUMN FOR EACH STAFF MEMBER)

		(A) Employment Status?		(B) Faculty Member?		(C) American Indian?	
	Staff Member	Full Time	Part Time	Yes	No	Yes	No
1.	Project director	1	2	1	2	1	2
2.		1	2	1	2	1	2
3.		1	2	1	2	1	2
4.		1	2	1	2	1	2
5.		1	2	1	2	1	2

B2 Apart from project staff, and student participants, were American Indians involved in the project? (CIRCLE *ALL* THAT APPLY)

1 No American Indians were involved
2 Yes, tribal representative(s) helped prepare the funding application
3 Yes, tribal representative(s) served as advisors to the project
4 Yes, American Indian faculty members were involved in teaching students
5 Yes, American Indians were involved in the project in a non-teaching role
6 EPD students worked as interns with tribe
7 We had a job placement agreement with tribal organizations for EPD students
8 Other (DESCRIBE)________________________________

B3 What were the project's goals for the students participating in the EPD program? (CIRCLE *ALL* THAT APPLY)

1 College-level study, but non-degree oriented
2 Associate or A.A. degree
3 Bachelors (e.g. B.A./B.S)
4 Credential (e.g. teacher certification)
5 Masters (M.A./M.S.)
6 Doctorate (Ed.D./Ph.d.)
7 Postdoctoral study
8 Other (DESCRIBE) ________________________

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B4 **In general, did you expect EPD students to reach these goals within one funding cycle? (CIRCLE *ONE*)**

1 Yes
2 No

B5 **We are interested in the extent to which the EPD program was either campus-based or field-based. Throughout their course of study where did students receive most of their education? (PLEASE ESTIMATE PERCENTAGE TO THE NEAREST WHOLE NUMBER)**

	Percentage of time spent by participants
(a) In campus classes	____ %
(b) Working in schools/tribal classrooms	____ %
(c) Other (DESCRIBE)______________________________	____ %
______________________________	
	TOTAL 100%

160

159

B6 What were the major components of the project and how important do you think they were?
(CIRCLE *ONE* RESPONSE FOR *EACH* LINE)

	This was NOT a component of the project	This WAS a component of the project which was: Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. Aiding interaction among participants who were American Indian	0	1	2	3	4	5
b. Providing courses about how to teach American Indians	0	1	2	3	4	5
c. Providing courses about how to teach in general	0	1	2	3	4	5
d. Providing leadership skills	0	1	2	3	4	5
e. Providing courses about Indian language and/or culture	0	1	2	3	4	5
f. Providing other kinds of courses	0	1	2	3	4	5
g. Teaching students how to work as a team	0	1	2	3	4	5
h. Requiring students to conduct a research project	0	1	2	3	4	5
i. Requiring written papers	0	1	2	3	4	5
j. Requiring students to make oral presentations	0	1	2	3	4	5
k Providing internships/practicums in schools	0	1	2	3	4	5
l. Providing opportunities for student teaching	0	1	2	3	4	5
m. Providing opportunities for community involvement	0	1	2	3	4	5
n. Providing courses on social problems of Indian communities	0	1	2	3	4	5
o. Providing courses on parent involvement	0	1	2	3	4	5
p. Other (DESCRIBE) ______________________	0	1	2	3	4	5

B7 Did the curriculum offered to EPD students differ from the regular curriculum? (CIRCLE *ONE*)
(PLEASE ATTACH COPY OF EPD CURRICULUM IF APPLICABLE)

1 Yes, it differed in the following ways (DESCRIBE, e.g., course content, internships)______________________

2 No, it was the same

B8 What methods were used to recruit students for the EPD project? (PLEASE CIRCLE *ALL* THAT APPLY)

1 Word of mouth
2 Formal recruiting presentations
3 Paid advertisement (e.g. newspapers, journals)
4 Direct mail distribution (e.g. flyers, newsletters to schools, community/tribal colleges, BIA schools, Indian organizations, etc.)
5 Orientation/Open-House Sessions
6 Direct contact with institution alumni
7 Other (DESCRIBE) ____________________

B9 What criteria were used to select student applicants?
(PLEASE RANK 1 to 13 AS FOLLOWS, 1 = most important, 2 = 2nd most important, 3 = 3rd most important , etc.)

Rank
____ a. Applicant was American Indian/Alaskan Native
____ b. Applicant was a member of a particular tribe served by the institution
____ c. Spoke a Native language
____ d. Expressed a desire to learn a Native language
____ e. Had experience working with Indian children
____ f. Was knowledgeable about American Indian/tribal culture
____ g. Expressed a commitment to working with American Indian children
____ h. Expressed a commitment to work on a reservation
____ i. Was enrolled in education classes
____ j. Had the required grade point average
____ k. Had required test scores (e.g., on MAT, GRE)
____ l. Had good letters of recommendation
____ m. Other (DESCRIBE)____________________

B10 Did any of these criteria change over the course of this EPD project? (CIRCLE *ONE*)

1 Yes (DESCRIBE)____________________
2 No
3 Don't know

B11 What strategies were used to keep EPD students from dropping out and/or failing? (CIRCLE *ALL* THAT APPLY)

1 No particular strategies for retention
2 Encouraged group support
3 Provided personal counseling
4 Provided career counseling
5 Provided academic counseling
6 Provided free child care
7 Provided extra tutoring at no cost
8 Helped students find additional funding
9 Other (DESCRIBE)____

B12 For what type of position did the project prepare its EPD students? (CIRCLE *ALL* THAT APPLY)

01 Tribal administrator
02 Tribal educator
03 Teacher aide
04 Elementary school teacher
05 Junior high/high school teacher
06 School principal
07 Other school or district administrator
08 Social worker or counselor
09 Special education teacher
10 College teacher
11 Researcher
12 Other (DESCRIBE)____

B13 How long was the academic program you offered your students? (PLEASE CIRCLE *ALL* THAT APPLY)

1 One year
2 Two years
3 Three years
4 Other (DESCRIBE)____

B14 How did you assess success of the EPD project? (CIRCLE *ALL* THAT APPLY)

1 By the number of students who applied to the EPD project
2 By the number of students who enrolled in the EPD project
3 By the number of students who completed the EPD program
4 By the number of EPD graduates receiving teacher certification
5 By the number of EPD graduates working in classrooms with American Indian children (including teaching, serving as teacher aides, counseling)
6 By the number of EPD graduates serving as administrators in schools and districts with American Indian children
7 By the number of EPD graduates serving as researchers on American Indian language/culture/learning
8 Other (DESCRIBE)____

B15 Was there evaluation of the project? (CIRCLE *ONE*)

1 Yes, conducted by an outside agency or person
2 Yes, conducted by project staff
3 No (SKIP TO ITEM B17)

B16 What approach was used in the evaluation? (Please enclose a copy of your most recent evaluation report if possible)

(DESCRIBE) ____

B17 Please tell us about the role of the U.S. Department of Education's Office of Indian Education (OIE) in the EPD project; how often have you interacted with OIE representatives? (CIRCLE *ONE* RESPONSE FOR *EACH* LINE)

	This IS something that occurred:				
	Never	Rarely	Sometimes	Often	Always
a. OIE provided advance information on forthcoming grants	1	2	3	4	5
b. OIE provided assistance and/or guidelines on applying for funds	1	2	3	4	5
c. Representatives of OIE visited the project	1	2	3	4	5
d. Representatives of OIE were available via telephone or fax	1	2	3	4	5
e. We provided an annual report to OIE	1	2	3	4	5
f. We provided detailed financial reports to OIE	1	2	3	4	5
g. OIE left us to run our project in our own way	1	2	3	4	5
h. Other (DESCRIBE) ________________	1	2	3	4	5

C. EPD PROJECT OPERATIONS

C1 We are interested in financial support or other services the EPD project provided to EPD students.
(CIRCLE *ALL* THAT APPLY, AND ESTIMATE THE PERCENTAGE OF STUDENTS WHO RECEIVED THIS SERVICE)

		% of Students Receiving
01	A stipend	_____%
02	Dependent stipend	_____%
03	Tuition paid in part or in full	_____%
04	Free tutoring	_____%
05	Allowance for books	_____%
06	Allowance for transportation	_____%
07	Funding for research	_____%
08	Free or low cost child care	_____%
09	Academic counseling	_____%
10	Career counseling/job placement assistance	_____%
11	Personal counseling	_____%
12	Encouragement to continue in the program	_____%
13	Organized study groups	_____%
14	Other organized student activities	_____%
15	Other (DESCRIBE)______________________	_____%

C2 **For the most recent year while you were EPD project director, approximately what *percentage* of your EPD funds were spent in each of the following categories? (PLEASE ESTIMATE THE PERCENTAGE TO THE NEAREST WHOLE NUMBER)**

		% EPD Funds
a.	Project staffing and administration (including salaries, fringe benefits)	______%
b.	Instructional cost—faculty at ***your*** institution not included as project staff	______%
c.	Instructional cost—faculty at ***other*** institutions	______%
d.	Consultants (DESCRIBE)________________________	______%
e.	Student counseling	______%
f.	Project staff travel	______%
g.	Other travel (DESCRIBE)________________________	______%
h.	Student stipends	______%
i.	Dependent stipend	______%
j.	Books and other student supplies	______%
k.	Equipment	______%
l.	Research	______%
m.	Facilities (lease or construction)	______%
n.	Indirect costs	______%
o.	Other (DESCRIBE)________________________	______%
TOTAL		100%

C3 **What other funding sources were available to the EPD project for that year? (CIRCLE *ALL* THAT APPLY)**

1 Institution funds (DESCRIBE)________________________
2 Other federal funds (DESCRIBE)________________________
3 State funds (DESCRIBE)________________________
4 Private sources (DESCRIBE)________________________
5 Tribal funds (DESCRIBE)________________________
6 Other (DESCRIBE)________________________

C4 **What was the project's connection with other colleges/universities? (CIRCLE *ALL* THAT APPLY)**

1 We did not work directly with other colleges/universities
2 Faculty from other colleges taught our EPD students
3 Students graduating from the EPD program went to other universities to complete degree programs
4 Other (DESCRIBE) ____________________

C5 **What was the project's connection with K-12 schools ? (CIRCLE *ALL* THAT APPLY)**

1 We did not work directly with schools
2 School representative(s) helped prepare the funding application
3 School representative(s) served in an advisory capacity
4 EPD students worked as interns in schools
5 EPD students observed children in class in schools
6 We had an agreement for placing EPD students in schools
7 Other (DESCRIBE) ____________________

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D. SOCIOECONOMIC DATA

D1 In what year were you born? 19___ ___

D2 Gender

1 Female
2 Male

D3 With what racial/ethnic group do you identify? (CIRCLE *ONE*)

1 American Indian/Alaskan Native (please identify tribe, if applicable) ________________________
2 Asian or Pacific Islander
3 Black, not of Hispanic origin
4 Hispanic
5 White, not of Hispanic origin

D4 Do you speak an American Indian/Alaskan Native language? (PLEASE CIRCLE *ONE*)

1 Yes, fluently (Please specify which language)________________________
2 Yes, but not fluently (Please specify which language)____________________
3 No

D5 Up to age 18, where did you live most of the time? (PLEASE CIRCLE *ONE*)

1 Indian Reservation
2 Rural Area (other than Indian reservation)
3 Suburban Area
4 Urban Area

D6 What is the highest level of education you have reached (e.g., high school diploma, AA degree, BA) ? (CIRCLE *ONE*)

1 High school diploma
2 College-level study, but non-degree oriented
3 Associate or A.A. degree
4 Bachelors (e.g. B.A./B.S.)
5 Credential (e.g. teacher certification)
6 Masters (e.g. M.A./M.S.)
7 Doctorate (e.g. Ed.D./Ph.D.)
8 Postdoctoral study

D7 Why did you choose to serve as director of an EPD project? (CIRCLE *ALL* THAT APPLY)

1 I am a graduate of an EPD program myself
2 The project's goals and objectives fit closely with my own
3 I knew people who had been in the EPD program
4 I wanted access to the college/university
5 I was interested in working in a college/university
6 It was located in or near the community where I live
7 Other (SPECIFY) ______________________________

Please use the remaining space to tell us about your experience with the EPD program and anything else you think would help us better understand the EPD program, and ways in which it might be strengthened.

Thank you for giving this survey your thoughtful attention. Please use the enclosed postage-paid envelope to return this completed questionnaire to

Ms. Teresa Middleton
Co-director EPD Program Evaluation
SRI International
333 Ravenswood Avenue, Menlo Park, CA 94025

Exhibit B-4

SURVEY OF CURRENT PARTICIPANTS IN THE EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAM, U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

SURVEY OF CURRENT PARTICIPANTS IN THE EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAM, U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

OMB # 1875-0075
Expires 12/31/92

(LABEL GOES HERE)

This survey is being administered by SRI International as part of an evaluation of Educational Personnel Development (EPD) Projects in Indian Education. This evaluation is being conducted under contract with the U.S. Department of Education, with the full support of the Office of Indian Education. The evaluation will address the question of how well the program is meeting the need for training of teachers and other educational personnel to serve American Indian students, and make recommendations for strengthening the program as necessary.

In this survey we are interested in your experiences related to a project supported by the Office of Indian Education's EPD program. We understand that you are *currently* participating in an academic program coordinated through the institution named on the label above as part of its EPD project. If this is so, please answer questions about your experiences with this project. If this is not the case, please stop after the first question and call Ms. Teresa Middleton collect at 415-859-3403.

The number on the cover page allows SRI to cross your name off the mailing list once we have received your responses. The information entered into the database will not include your name. Your individual responses will not be reported to anyone; only group statistics will be reported.

Thank you for taking part in this survey. Although your participation is voluntary, your responses will help SRI to provide a comprehensive description of the Office of Indian Education's EPD program and identify areas in which the program might be strengthened.

If you have any questions about this survey, please call:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
415-859-3382

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

PLEASE READ THE INSTRUCTIONS BELOW AND ANSWER QUESTION I

There are 4 sections in this questionnaire:

A. Participation in an EPD Project
B. Support Services Provided
C. Professional Experience
D. Socioeconomic Data

☞ Please read all instructions and questions carefully. Answer the questions by circling the appropriate number or writing in the answer, if requested to do so. It is important that you limit your response to ***one*** answer for questions that direct you to "**CIRCLE ONE.**"

☞ When you have completed the questionnaire please return it to SRI International in the enclosed envelope.

☞ The label on the cover of this survey names an institution which received funds for an Educational Personnel Development (EPD) project. Unless otherwise instructed, the questions in this survey refer to your participation in that ***specific EPD project only***. Please answer these questions according to your most recent experience with that institutio

I Are you enrolled as an student in an EPD program at this institution? (CIRCLE ONE)

1 Yes (PLEASE CONTINUE WITH QUESTIONNAIRE

2 No, I am no longer participating in that project. (PLEASE STOP. PLEASE CALL KATY HABINA COLLECT AT 415-859-5278. WE WOULD LIKE TO SEND YOU A QUESTIONNAIRE RELATING TO YOUR PAST EXPERIENCE.)

3 No, I was ***NOT*** a participant in this EPD program. (PLEASE STOP. RETURN THIS BOOKLET IN THE ENCLOSED ENVELOPE)

A. PARTICIPATION IN EPD PROJECTS

A1 **Please tell us during which academic years you have been in an EPD project, and whether you have been enrolled full-time or part-time. (PLEASE CIRCLE *ALL* THAT APPLY IN COLUMNS (A) AND (B), AND INDICATE DIFFERENT INSTITUTIONS IN COLUMN (C))**

		(A) Enrollment Status: full-time	(A) Enrollment Status: part-time	(B) Number of Months I was there	(C) Please indicate the name of the institution, if *different* from that on your ID label
1	Earlier than 1987	1	2	___ ___	______
2	1987—1988	1	2	___ ___	______
3	1988—1989	1	2	___ ___	______
4	1989—1990	1	2	___ ___	______
5	1990—1991	1	2	___ ___	______
6	1991—1992	1	2	___ ___	______

A2 **Why did you choose to enroll in the EPD project on your ID label? (CIRCLE *ALL* THAT APPLY)**

1 It looked like it would bring together many American Indian students
2 It is close to where I am living
3 Because of the reputation of the college/EPD project
4 The financial aid arrangement was attractive
5 I know people at the institution, or who had been in the program
6 It offers the course of study I need
7 It will help me fulfill my goals (e.g., enable me to get the type of degree I needed)
8 Other (DESCRIBE)________________________________

____

A3 How did you hear about the program?

(DESCRIBE)____

____

A4 Have you taken one or more breaks (of at least a quarter or semester) from the program and then returned to it? (CIRCLE *ONE*)

1 Yes, one break
2 Yes, two breaks
3 Yes, more than two breaks
4 No

A5 Have you had to relocate in order to participate in this EPD project? (CIRCLE *ONE*)

1 Yes (Please explain) ____________________________________
2 No

A6 What activities are you participating in as a part of the EPD project; how useful do you think each activity will be to you *after* you finish? (FOR *EACH* LINE CIRCLE *ONE*)

	Not Applicable	This is something I *DO* which will be:				
		Not Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful
a. Interact with colleagues who are American Indian	0	1	2	3	4	5
b. Take courses about how to teach American Indians	0	1	2	3	4	5
c. Take courses about how to teach in general	0	1	2	3	4	5
d. Learn leadership skills	0	1	2	3	4	5
e. Take courses about Indian language and/or culture	0	1	2	3	4	5
f. Take other kinds of courses	0	1	2	3	4	5
g Learn to work as a team with other students	0	1	2	3	4	5
h. Do a research project	0	1	2	3	4	5
i. Prepare written reports and papers	0	1	2	3	4	5
j. Make oral presentations	0	1	2	3	4	5
k. Internship/Practicum in a school	0	1	2	3	4	5
l Do some student teaching	0	1	2	3	4	5
m. Become involved in the local community	0	1	2	3	4	5
n. Take courses on social problems of Indian communities	0	1	2	3	4	5
o. Take courses on parent involvement	0	1	2	3	4	5
p. Other (DESCRIBE)____________________	0	1	2	3	4	5

A7 Overall, how important do you think the EPD program will be in your development as an educator? (CIRCLE ONE)

1 Not important
2 Not very important
3 Somewhat important
4 Very important
5 Extremely important

A8 If you can, please tell us your grade point average (GPA) on entering the EPD program. Please also tell us which scale you are using (e.g., grade point average "2.5 on a scale of 4.0").

1 Grade point ________ on a scale of ___________

2 Don't know/ungraded program

A9 What is your current educational objective as a participant in the EPD program referred to on your ID label? (PLEASE CIRCLE *ONE*)

1 College-level study, but non-degree oriented(PLEASE SKIP TO ITEM B1)

2 Associate or A.A. degree (CONTINUE TO NEXT ITEM)

3 Bachelors (e.g. B.A./B.S) (CONTINUE TO NEXT ITEM)

4 Credential (e.g. teacher certification) (CONTINUE TO NEXT ITEM)

5 Masters (M.A./M.S.) (CONTINUE TO NEXT ITEM)

6 Doctorate (Ed.D./Ph.d.) (CONTINUE TO NEXT ITEM)

7 Postdoctoral study (CONTINUE TO NEXT ITEM)

8 None of the above (PLEASE SKIP TO ITEM B1)

A10 What is your field of study?

My field of study is:____

B. FINANCIAL AND OTHER SUPPORT SERVICES PROVIDED

B1 What financial support or other services do you receive from the EPD project, and how important is this support to your continued participation? (FOR *EACH* LINE CIRCLE *ONE*)

	This is something I do *NOT* receive	This is something I *RECEIVE* which is: Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. A stipend	0	1	2	3	4	5
b. Dependency allowance	0	1	2	3	4	5
c. Tuition was paid in part or in full	0	1	2	3	4	5
d. Free tutoring	0	1	2	3	4	5
e Allowance for books	0	1	2	3	4	5
f. Allowance for transportation	0	1	2	3	4	5
g. Free or low cost child care	0	1	2	3	4	5
h. Academic counseling	0	1	2	3	4	5
i. Career counseling/job placement assistance	0	1	2	3	4	5
j Personal counseling	0	1	2	3	4	5
k. Encouragement to continue in the program	0	1	2	3	4	5
l. Organized study groups	0	1	2	3	4	5
m. Other organized student activities	0	1	2	3	4	5
n. Other (DESCRIBE)________________ ____________________	0	1	2	3	4	5

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B2 What is your *main* source of income? (CIRCLE *ONE*)

01 Income from a job
02 Tribal support
03 Support from spouse or partner
04 EPD stipend
05 Personal savings
06 Federal grant/loan (e.g., Pell grant)
07 Other loans (e.g., personal bank loan)
08 AFDC (welfare)
09 Assistance from family or friends
10 Other (DESCRIBE) ____________________

B3 Is there any financial or other support you need, but are not getting, from the project?

(DESCRIBE)____________________

____

C. PROFESSIONAL EXPERIENCE

C1 What position did you hold *BEFORE* you entered the EPD project? (CIRCLE *ALL* THAT APPLY)

01 None (e.g. Because I was a student, unemployed, or busy at home before that)
02 Tribal administrator
03 Tribal educator
04 Teacher aide
05 Elementary school teacher
06 Junior high school or high school teacher
07 School principal
08 Other school or district administrator
09 Social worker or counselor
10 Special education teacher
11 Other (DESCRIBE)____

C2 What type of position are you preparing for in attending the program? (CIRCLE *ONE*)

01 No new position; want to improve my credentials
02 Tribal administrator
03 Tribal educator
04 Teacher aide
05 Elementary school teacher
06 Junior high school or high school teacher
07 School principal
08 Other school or district administrator
09 Social worker or counselor
10 Special education teacher
11 College teacher
12 Researcher
13 Other (DESCRIBE)______________________________

C3 **Have you ever had difficulty getting a teaching certificate? (CIRCLE *ONE*)**

1 Yes (If so, please explain)____

2 No/ not applicable

C4 **Generally, what do you think are the greatest educational needs of the K-12 American Indian students ? (PLEASE *RANK* AS FOLLOWS,; 1= greatest need, 2=second greatest need, 3= third greatest need, etc.)**

○ Check here if you have worked with (K-12) American Indian students

____ (a) A curriculum relevant to the American Indian culture
____ (b) Teaching methods based on/taking into account American Indian languages and culture
____ (c) Assistance with reading
____ (d) Assistance with writing
____ (e) Assistance with math
____ (f) Assistance with science
____ (g) Extra tutoring
____ (h) Extracurricular activities
____ (i) Preparation for tests and examinations
____ (j) Tribal language learning
____ (k) Tribal history learning
____ (l) Parent involvement
____ (m) Help with health problems
____ (n) Help with problems with parents/other family members
____ (o) Other (DESCRIBE)

____

D. SOCIOECONOMIC DATA

D1 In what year were you born? 19__ __

D2 Gender

1 Female
2 Male

D3 With what racial/ethnic group do you identify? (CIRCLE *ONE*)

1 American Indian/Alaskan Native (please identify tribe, if applicable) ____________________
2 Asian or Pacific Islander
3 Black, not of Hispanic origin
4 Hispanic
5 White, not of Hispanic origin

D4 Do you speak an American Indian/Alaskan Native language? (CIRCLE *ONE*)

1 Yes, fluently (Please specify which language)____________________
2 Yes, but not fluently (Please specify which language)____________________
3 No

D5 Up to age 18, where did you live most of the time? (PLEASE CIRCLE *ONE*)

1 Indian Reservation
2 Rural Area (other than Indian reservation)
3 Suburban Area
4 Urban Area

D6 **What is the highest level of education you have reached (e.g., high school diploma, AA degree, BA) (CIRCLE *ONE*)**

1 High school diploma
2 College-level study, but non-degree oriented
3 Associate or A.A. degree
4 Bachelors (e.g. B.A./B.S.)
5 Credential (e.g. teacher certification)
6 Masters (e.g. M.A./M.S.)
7 Doctorate (e.g. Ed.D./Ph.D.)
8 Postdoctoral study

D7 **What has been your marital status for *most of the time* you've been an EPD student? (CIRCLE *ONE*)**

1 Single
2 Married
3 Separated
4 Divorced
5 Widowed

D8 **How many dependent children have you had living with you during *most of the time* you've been with the EPD project? (PLEASE SPECIFY NUMBER OF CHILDREN)**

○ CHECK HERE IF NO DEPENDENT CHILDREN

Number of dependent children under the age of 18: ________

D9 **What is your professional goal? (CIRCLE *ONE*)**

1 Satisfied with current position; no additional goals
2 Work with a tribe in an educational position
3 Work with a tribe in a non-educational position
4 Become a teacher
3 Become a school administrator
4 Work in a college or university
5 Get another degree
6 Other (DESCRIBE) ______________________________

Please use the remaining space to tell us about your experience with the Office of Indian Education's EPD program and anything else you think would help us better understand the program, and how it might be strengthened.

Thank you for giving this survey your thoughtful attention. Please use the enclosed postage-paid envelope to return this completed questionnaire to:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025

CP11

Exhibit B-5

MAIL SURVEY OF PAST PARTICIPANTS IN THE EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAM, U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

SURVEY OF PAST PARTICIPANTS IN THE EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAM, U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

OMB # 1875-0075
Expires 12/31/92

(LABEL GOES HERE)

This survey is being administered by SRI International as part of an evaluation of Educational Personnel Development (EPD) Projects in Indian Education. This evaluation is being conducted under contract with the U.S. Department of Education, with the full support of the Office of Indian Education. The evaluation will address the question of how well the program is meeting the need for training of teachers and other educational personnel to serve American Indian students, and make recommendations for strengthening the program as necessary.

In this survey we are interested in your experiences related to a project supported by the Office of Indian Education's EPD program. We understand that you participated in an academic program coordinated through the institution named on the label above as part of its EPD project. If this is so, please answer questions about your experiences with this project. If this is not the case, please stop after the first question and call Ms. Teresa Middleton collect at 415-859-3403.

The number on the cover page allows SRI to cross your name off the mailing list once we have received your responses. The information entered into the database will not include your name. Your individual responses will not be reported to anyone; only group statistics will be reported.

Thank you for taking part in this survey. Although your participation is voluntary, your responses will help SRI to provide a comprehensive description of the Office of Indian Education's EPD program and identify areas in which the program might be strengthened.

If you have any questions about this survey, please call:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
415-859-3382

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington D.C., 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

PLEASE READ THE INSTRUCTIONS BELOW AND ANSWER QUESTION I

There are 4 sections in this questionnaire:

A. Participation in an EPD Project
B. Support Services Provided
C. Professional Experience
D. Socioeconomic Data

☞ Please read all instructions and questions carefully. Answer the questions by circling the appropriate number or writing in the answer, if requested to do so. It is important that you limit your response to ***one*** answer for questions that direct you to "CIRCLE ONE."

☞ When you have completed the questionnaire please return it to SRI International in the enclosed envelope.

☞ The label on the cover of this survey names an institution which received funds for an Educational Personnel Development (EPD) project. Unless otherwise instructed, the questions in this survey refer to your participation in that ***specific EPD project only***. Please answer these questions according to your most recent experience with that institution.

I Were you a student in an EPD program sponsored by this institution? (CIRCLE ONE)

1 Yes, and I am no longer participating in that EPD program. (PLEASE CONTINUE WITH QUESTIONNAIRE)

2 Yes, and I am still currently participating in that project. (PLEASE STOP. PLEASE CALL KATY HABINA 415-859-5278. WE WOULD LIKE TO SEND YOU A QUESTIONNAIRE RELATING TO YOUR CURRENT EXPERIENCE.)

3 No, I was ***NOT*** a participant in this EPD program. (PLEASE STOP. RETURN THIS BOOKLET IN THE ENCLOSED ENVELOPE)

A. PARTICIPATION IN EPD PROJECTS

A1 Please tell us during which academic years were you in an EPD project, and whether you were enrolled full-time or part-time. (PLEASE CIRCLE *ALL* THAT APPLY IN COLUMNS (A) AND (B), AND INDICATE DIFFERENT INSTITUTIONS IN COLUMN (C))

		(A) Enrollment Status:		(B) Number of Months I was there	(C) Please indicate the name of the institution, if *different* from that on your ID label
		full-time	part-time		
1	Earlier than 1987	1	2	___ ___	______
2	1987—1988	1	2	___ ___	______
3	1988—1989	1	2	___ ___	______
4	1989—1990	1	2	___ ___	______
5	1990—1991	1	2	___ ___	______
6	1991—1992	1	2	___ ___	______

A2 Why did you choose to enroll in the EPD project shown on your ID label? (CIRCLE *ALL* THAT APPLY)

1 It looked like it would bring together many American Indian students
2 It was close to where I was living at the time
3 Because of the reputation of the college/EPD project
4 The financial aid arrangement was attractive
5 I knew people at the institution, or who had been in the program
6 It offered the course of study I needed
7 It would help me fulfill my goals (e.g., enable me to get the type of degree I needed)
8 Other (DESCRIBE)______________________________

____

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PP1

A3 **How did you hear about the program?**

(DESCRIBE)______________________________

____

A4 **Did you take one or more breaks (of at least a quarter or semester) from the program and then return to it? (CIRCLE *ONE*)**

1 Yes, one break
2 Yes, two breaks
3 Yes, more than two breaks
4 No

A5 **During the time you participated in this EPD project, did you have to relocate in order to participate in this EPD project? (CIRCLE *ONE*)**

1 Yes (Please explain) ______________________________
2 No

A6 What activities did you take part in within the EPD project and how useful has each activity been to you *after* you left the program? (FOR EACH LINE CIRCLE *ONE*)

		This was something I *DID* which has been:				
	Not Applicable	Not Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful
a. Interacted with colleagues who were American Indian	0	1	2	3	4	5
b. Took courses about how to teach American Indians	0	1	2	3	4	5
c. Took courses about how to teach in general	0	1	2	3	4	5
d. Learned leadership skills	0	1	2	3	4	5
e. Took courses about Indian language and/or culture	0	1	2	3	4	5
f. Took other kinds of courses	0	1	2	3	4	5
g Learned to work as a team with other students	0	1	2	3	4	5
h. Did a research project	0	1	2	3	4	5
i. Prepared written reports and papers	0	1	2	3	4	5
j. Made oral presentations	0	1	2	3	4	5
k. Internship/Practicum in a school	0	1	2	3	4	5
l Did some student teaching	0	1	2	3	4	5
m. Became involved in the local community	0	1	2	3	4	5
n. Took courses on social problems of Indian communities	0	1	2	3	4	5
o. Took courses on parent involvement	0	1	2	3	4	5
p. Other (DESCRIBE)________________	0	1	2	3	4	5

A7 Overall, how important was the EPD program in your development as an educator? (CIRCLE *ONE*)

1 Not important
2 Not very important
3 Somewhat important
4 Very important
5 Extremely important

A8 If you can, please tell us your grade point average (GPA) on entering the EPD program. Please also tell us which scale you are using (e.g., grade point average "2.5 on a scale of 4.0").

1 Grade point _______ on a scale of __________

2 Don't know/ungraded program

A9 What was your first/initial educational objective while you were enrolled in the EPD program referred to on your ID label? (PLEASE CIRCLE *ONE*)

1 College-level study, but non-degree oriented(PLEASE SKIP TO ITEM B1)

2 Associate or A.A. degree (CONTINUE TO NEXT ITEM)

3 Bachelors (e.g. B.A./B.S.) (CONTINUE TO NEXT ITEM)

4 Credential (e.g. teacher certification) (CONTINUE TO NEXT ITEM)

5 Masters (e.g. M.A./M.S.) (CONTINUE TO NEXT ITEM)

6 Doctorate (e.g. Ed.D./Ph.d.) (CONTINUE TO NEXT ITEM)

7 Postdoctoral study (CONTINUE TO NEXT ITEM)

8 None of the above (PLEASE SKIP TO ITEM B1)

A10 What was your field of study?

My field of study was:_______________________________________

A11 Did you complete the course of study and receive the degree? (CIRCLE *ONE*)

1 Yes, I did receive a degree from the institution.
The degree was:__________ (If graduate degree, please describe, e.g.., M.A. or M.S., Ph.d. or ED.D)

2 I am still working on my degree (PLEASE SKIP TO ITEM B1)

3 No, I did not complete the degree at that institution and I am no longer working on it (CONTINUE TO NEXT ITEM)

A12 If you did *not* complete your degree at that college, what was the *principal* reason that you did not do so? (CIRCLE *ONE*)

1 The program was not meeting my needs
2 Did not complete my dissertation
3 Unable to fulfill certain academic requirements
4 Change in goals or ambitions
5 Other personal or family problems
6 Personal financial pressures
7 EPD program was discontinued
8 Other (DESCRIBE)____

B. FINANCIAL AND OTHER SUPPORT SERVICES PROVIDED

B1 **What financial support or other services did you receive from the EPD project, and how important was this support to your continued participation? (FOR *EACH* LINE CIRCLE *ONE*)**

		This was something I *RECEIVED* which was:				
	This was something I did *NOT* receive	Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. A stipend	0	1	2	3	4	5
b. Dependency allowance	0	1	2	3	4	5
c. Tuition was paid in part or in full	0	1	2	3	4	5
d. Free tutoring	0	1	2	3	4	5
e Allowance for books	0	1	2	3	4	5
f. Allowance for transportation	0	1	2	3	4	5
g. Free or low cost child care	0	1	2	3	4	5
h. Academic counseling	0	1	2	3	4	5
i. Career counseling/job placement assistance	0	1	2	3	4	5
j Personal counseling	0	1	2	3	4	5
k. Encouragement to continue in the program	0	1	2	3	4	5
l. Organized study groups	0	1	2	3	4	5
m. Other organized student activities	0	1	2	3	4	5
n. Other (DESCRIBE)____________________ ______________________________	0	1	2	3	4	5

B2 At the time that you were a participant in the EPD project, what was your *main* source of income? (CIRCLE *ONE*)

01 Income from a job
02 Tribal support
03 Support from spouse or partner
04 EPD stipend
05 Personal savings
06 Federal grant/loan (e.g., Pell grant)
07 Other loans (e.g., personal bank loan)
08 AFDC (welfare)
09 Assistance from family or friends
10 Other (DESCRIBE) ____

B3 Was there any financial or other support you needed, but did not get, from the project?

(DESCRIBE)____

____

C. PROFESSIONAL EXPERIENCE

C1 What position(s) did you hold *BEFORE* you entered the EPD project? (CIRCLE *ALL* THAT APPLY)

01 None (e.g. Because I was a student, unemployed, or busy at home before that)
02 Tribal administrator
03 Tribal educator
04 Teacher aide
05 Elementary school teacher
06 Junior high school or high school teacher
07 School principal
08 Other school or district administrator
09 Social worker or counselor
10 Special education teacher
11 Other (DESCRIBE)______________________________________

C2 What type of position were you preparing for in attending the program? (CIRCLE *ONE*)

01 No new position; wanted to improve my credentials
02 Tribal administrator
03 Tribal educator
04 Teacher aide
05 Elementary school teacher
06 Junior high school or high school teacher
07 School principal
08 Other school or district administrator
09 Social worker or counselor
10 Special education teacher
11 College teacher
12 Researcher
13 Other (DESCRIBE)________________________

C3 **Have you ever had difficulty getting a teaching certificate?**
(CIRCLE *ONE*)

1 Yes (If so, please explain)____
2 No/ not applicable

C4 **Generally, what do you think are the greatest educational needs of the K-12 American Indian students?**
(PLEASE *RANK* AS FOLLOWS; 1= greatest need, 2=second greatest need, 3= third greatest need, etc.)

○ Check here if you have worked with (K-12) American Indian students

____ (a) A curriculum relevant to the American Indian culture
____ (b) Teaching methods based on/taking into account American Indian languages and culture
____ (c) Assistance with reading
____ (d) Assistance with writing
____ (e) Assistance with math
____ (f) Assistance with science
____ (g) Extra tutoring
____ (h) Extracurricular activities
____ (i) Preparation for tests and examinations
____ (j) Tribal language learning
____ (k) Tribal history learning
____ (l) Parent involvement
____ (m) Help with health problems
____ (n) Help with problems with parents/other family members
____ (o) Other (DESCRIBE)
____

C5 As possible, please list the positions you have held since exiting the EPD program. We are particularly interested in any work you may have done in education, tribal administration, or research. (Please list your most recent position first. See example.)

	Organization name and location (e.g., tribe or school, town or city, state)	Your title (e.g., teacher, principal)	Full-time part-time? Full	or Part	Dates in position (e.g.89-91)	About what percent of those you served were American Indian?
EXAMPLE	____________ ____________	________	___	___	___ - ___	______%
A.	____________ ____________	________	___	___	___ - ___	______%
B.	____________ ____________	________	___	___	___ - ___	______%
C.	____________ ____________	________	___	___	___ - ___	______%

D. SOCIOECONOMIC DATA

D1 **In what year were you born?** **19___ ___**

D2 **Gender**

1 Female
2 Male

D3 **With what racial/ethnic group do you identify? (CIRCLE *ONE*)**

1 American Indian/Alaskan Native (please identify tribe, if applicable) ______________________
2 Asian or Pacific Islander
3 Black, not of Hispanic origin
4 Hispanic
5 White, not of Hispanic origin

D4 **Do you speak an American Indian/Alaskan Native language? (CIRCLE *ONE*)**

1 Yes, fluently (Please specify which language)______________________________
2 Yes, but not fluently (Please specify which language)______________________
3 No

D5 **Up to age 18, where did you live most of the time? (PLEASE CIRCLE *ONE*)**

1 Indian Reservation
2 Rural Area (other than Indian reservation)
3 Suburban Area
4 Urban Area

D6 What is the highest level of education you have reached (e.g., high school diploma, AA degree, BA) (CIRCLE *ONE*)

1 High school diploma
2 College-level study, but non-degree oriented
3 Associate or A.A. degree
4 Bachelors (e.g. B.A./B.S.)
5 Credential (e.g. teacher certification)
6 Masters (e.g. M.A./M.S.)
7 Doctorate (e.g. Ed.D./Ph.D.)
8 Postdoctoral study

D7 What was your marital status for *most of the time* you were an EPD student? (CIRCLE *ONE*)

1 Single
2 Married
3 Separated
4 Divorced
5 Widowed

D8 How many dependent children did you have living with you during *most of the time* you were with the EPD project? (PLEASE SPECIFY NUMBER OF CHILDREN)

○ CHECK HERE IF NO DEPENDENT CHILDREN

Number of dependent children under the age of 18: ________

D9 What is your professional goal? (CIRCLE *ONE*)

1 Satisfied with current position; no additional goals
2 Work with a tribe in an educational position
3 Work with a tribe in a non-educational position
4 Become a teacher
3 Become a school administrator
4 Work in a college or university
5 Get another degree
6 Other (DESCRIBE) ______________________________

Please use the remaining space to tell us about your experience with the Office of Indian Education's EPD program and anything else you think would help us better understand the program, and how it might be strengthened.

Thank you for giving this survey your thoughtful attention. Please use the enclosed postage-paid envelope to return this completed questionnaire to:

Ms. Teresa Middleton
Co-director, EPD Program Evaluation
SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025

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Exhibit B-6

TELEPHONE SURVEY OF PAST PARTICIPANTS IN THE EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAM, U.S. DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION (TITLE V)

Telephone Survey Question	(Mail Survey Question)	
1	(A1)	**Please tell us during which academic years were you in an EPD project. In (years) were you enrolled full-time or part-time? How many months were you there in (years)? (PLEASE CIRCLE ALL THAT APPLY IN COLUMNS (A) AND (B).**

		(A)		(B)
		Enrollment Status:		Number of Months
		full-time	part-time	I was there
1	Earlier than 1987	1	2	___ ___
2	1987—1988	1	2	___ ___
3	1988—1989	1	2	___ ___
4	1989—1990	1	2	___ ___
5	1990—1991	1	2	___ ___
6	1991—1992	1	2	___ ___

2 (C2) **What type of position were you preparing for in attending the program? (READ) (CIRCLE *ONE*)**

01 No new position; wanted to improve my credentials
02 Tribal administrator
03 Tribal educator
04 Teacher aide
05 Elementary school teacher
06 Junior high school or high school teacher
07 School principal
08 Other school or district administrator
09 Social worker or counselor
10 Special education teacher
11 College teacher
12 Researcher
13 Other (DESCRIBE)________________________________

Telephone Survey Question	(Mail Survey Question)	
3	(A9)	**What was your first/initial educational objective while you were enrolled in the EPD program (READ ON LABEL)? (PLEASE CIRCLE ONE)**

1 College-level study, but non-degree oriented(PLEASE SKIP TO Q. 5)
2 Associate or A.A. degree (CONTINUE TO NEXT ITEM)
3 Bachelors (e.g. B.A./B.S.) (CONTINUE TO NEXT ITEM)
4 Credential (e.g. teacher certification) (CONTINUE TO NEXT ITEM)
5 Masters (e.g. M.A./M.S.) (CONTINUE TO NEXT ITEM)
6 Doctorate (e.g. Ed.D./Ph.d.) (CONTINUE TO NEXT ITEM)
7 Postdoctoral study (CONTINUE TO NEXT ITEM)
0 None of the above (PLEASE SKIP TO ITEM Q. 5)

4 (A11) **Did you complete the course of study and receive the degree? (CIRCLE *ONE*)**

1 Yes, I did receive a degree from the institution.
The degree was:____________ (If graduate degree, please describe, e.g.., M.A. or M.S., Ph.d. or ED.D) (SKIP TO Q.5)
2 I am still working on my degree (PLEASE SKIP TO Q. 5)
3 No, I did not complete the degree at that institution and I am no longer working on it (CONTINUE TO NEXT ITEM)
4 Received degree and working on another through EPD Program.
5 Received degree and working on another (not through EPD Program).

4.5 (A12) **If you did *not* complete your degree at that college, what was the *principal* reason that you did not do so? (READ) (CIRCLE *ONE*)**

1 The program was not meeting my needs
2 Did not complete my dissertation
3 Unable to fulfill certain academic requirements
4 Change in goals or ambitions
5 Other personal or family problems
6 Personal financial pressures
7 EPD program was discontinued
0 Other (DESCRIBE)____

Telephone Survey Question	(Mail Survey Question)	
5	(B1)	**What financial support or other services did you receive from the EPD project? (READ IF YES) How important was this support to your continued participation? (FOR EACH LINE CIRCLE ONE)**

	This was something I did *NOT* receive	This was something I *RECEIVED* which was: Not Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
a. A stipend	0	1	2	3	4	5
b. Dependency allowance	0	1	2	3	4	5
c. Tuition was paid in part or in full	0	1	2	3	4	5
d. Free tutoring	0	1	2	3	4	5
e Allowance for books	0	1	2	3	4	5
f. Allowance for transportation	0	1	2	3	4	5
g. Free or low cost child care	0	1	2	3	4	5
h. Academic counseling	0	1	2	3	4	5
i. Career counseling/job placement assistance	0	1	2	3	4	5
j Personal counseling	0	1	2	3	4	5
k. Encouragement to continue in the program	0	1	2	3	4	5
l. Organized study groups	0	1	2	3	4	5
m. Other organized student activities	0	1	2	3	4	5
n. Other (DESCRIBE)____________________ ____________________	0	1	2	3	4	5

6 (A7) **Overall, how important was the EPD program in your development as an educator? (READ) (CIRCLE *ONE*)**

1 Not important
2 Not very important
3 Somewhat important
4 Very important
5 Extremely important

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Telephone Survey Question	(Mail Survey Question)	
7	(C5)	**Please list the positions you have held since exiting the EPD program. We are particularly interested in any work you may have done in education, tribal administration, or research. (Please tell me your most recent position first.)**

	Organization name and location (e.g., tribe or school, town or city, state)	Your title (e.g., teacher, principal)	Full-time part-time?	Dates in position (e.g.89-91)	About what percent of those you served were American Indian?
A.	________________________ ________________________	__________	__ __	__ - __	______%
B.	________________________ ________________________	__________	__ __	__ - __	______%
C.	________________________ ________________________	__________	__ __	__ - __	______%

8 (D1) **In what year were you born?** 19__ ____

9 (D2) **Gender**
1 Female
2 Male

Telephone Survey Question	(Mail Survey Question)	
10	(D3)	**With what racial/ethnic group do you identify? (CIRCLE *ONE*)** 1 American Indian/Alaskan Native (please identify tribe, if applicable) __ 2 Asian or Pacific Islander 3 Black, not of Hispanic origin 4 Hispanic 5 White, not of Hispanic origin
11	(D5)	**Up to age 18, where did you live most of the time? (PLEASE CIRCLE *ONE*)** 1 Indian Reservation 2 Rural Area (other than Indian reservation) 3 Suburban Area 4 Urban Area
12	(D6)	**What is the highest level of education you have reached (e.g., high school diploma, AA degree, BA) (CIRCLE *ONE*)** 1 High school diploma 2 College-level study, but non-degree oriented 3 Associate or A.A. degree 4 Bachelors (e.g. B.A./B.S.) 5 Credential (e.g. teacher certification) 6 Masters (e.g. M.A./M.S.) 7 Doctorate (e.g. Ed.D./Ph.D.) 8 Postdoctoral study

Appendix C

PROJECT ABSTRACTS

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American Indian Research and Development (AIRD)	Years Funded: 1989-1991
Norman, OK	Mean Annual Grant Size: $229,409
	Average No. Participants per Year: 10
	Institution: Resource Center

The program offered through AIRD was a 1-year master's degree program emphasizing gifted and talented education. Participating students attended the Oklahoma City University (OCU). AIRD worked closely with the OCU College of Education faculty to incorporate elements of gifted and talented education as it related to Indian education in the required courses and optional courses selected by project participants. Additionally, AIRD developed a survey course on Indian education and a course on gifted and talented Indian education. As part of their academic program, students participated in practicums. Furthermore, participants presented papers on integrating Indian education and gifted education at a series of seminars. AIRD's budget provided for tuition and fees, student stipends ($600/month), and dependent allowances ($90/month per dependent).

American Indian Resource Center (AIRC)	Years Funded: 1987-1991
Tahlequah, OK	Mean Annual Grant Size: $183,707
	Average No. Participants per Year: 8
	Institution: Resource Center

AIRC provided graduate-level educational experiences for Indian educators preparing for leadership positions in agencies and institutions serving the educational needs of Indian people. Master's degree students attended Northeastern Oklahoma State University (Tahlequah, OK); doctoral students attended the University of Arkansas (Fayetteville, AR). Students chose among degrees in education administration, school counseling, curriculum and instruction, and adult education. The two universities cooperated with AIRC by admitting eligible participants to their respective graduate colleges and by allowing project personnel and participants to use institutional facilities for training purposes. In addition to academics, the program provided a field practicum in schools with heavy Indian enrollments plus special seminars on Indian education. AIRC's program was intended to have primary impact in a geographic region that included the eastern half of Oklahoma and the western third of Arkansas. AIRC's budget included monthly stipends of $600 to all of the students and funding for student travel to teaching sites and other practical experiences.

Blackfeet Community College
MT Tribal Teachers Education Project (MTTEP)
Browning, MT

Years Funded: 1988-1991
Mean Annual Grant Size: $127,076
Average No. Participants per Year: 90
Institution: Tribal College

Blackfeet Community College entered into a consortium with five other tribal community colleges in Montana—Dull Knife Memorial, Fort Belknap, Little Big Horn, Salish Kootenai, and Fort Peck Community College. Students in the program worked toward their bachelor's degrees in either elementary or secondary education. The MTTEP offered on-reservation upper-division education courses at each of the six reservations. Some of the coursework was taught by visiting faculty from 4-year institutions in Montana; the remaining credits were offered by adjunct faculty who lived in the reservation areas. During the summer, students relocated and attended classes at state colleges and universities. The grant was administered by Blackfeet Community College. Local coordination at each of the other five sites was provided by a tribal college staff or faculty member, most often an academic dean. Students received tuition and a stipend of $750 for their 8 weeks of summer study.

Cross-Cultural Education Center (CCEC)
Welling, OK

Years Funded: 1987-1991
Mean Annual Grant Size: $178,334
Average No. Participants per Year: 17
Institution: Resource Center

The project developed by CCEC consisted of four components: (1) academic coursework leading to a bachelor's degree in education and teaching certification; (2) a field experience with trainees spending no fewer than 50 days as teaching assistants in classrooms serving Indian students; (3) special training seminars focusing on teaching methods effective with Indian learners and learning styles of Indian learners; and (4) special counseling seminars designed to give trainees a support group with their peers and program personnel. Most of the students supported by CCEC enrolled at Northeastern Oklahoma State University (Tahlequah, OK); two attended Connors State College, a junior college near Tahlequah, where they completed prerequisites for junior and senior work in education. CCEC budgeted to offer students tuition, fees, book allowances, trips to the state Indian education conferences, and stipends ($375/month).

Humboldt State University
Arcata, CA

Years Funded: 1989-1991
Mean Annual Grant Size: $187,780
Average No. Participants per Year: 41
Institution: University

The EPD participants at Humboldt included professionals in elementary, secondary, and college education, as well as professionals in administration and counseling. Students were working toward bachelor's and master's degrees, as well as their credentials. The purpose of the program was to enroll participants in focused courses designed to teach basic concepts regarding needs and issues facing American Indians. As part of the program, most students attended workshops designed to help American Indians to assume educational leadership roles and be sensitive to and competent in the features of Indian cultures. All EPD students were required to attend a special course that focused on a variety of Indian topics. Furthermore, students participated in fieldwork that included placements from preschool to adult levels. Humboldt's budget provided for students' tuition and fees, book allowances, and stipends.

Indian Community School of Milwaukee (ICS)
Milwaukee, WI

Years Funded: 1987-1988
Mean Annual Grant Size: $115,288
Average No. Participants per Year: 16
Institution: Community

ICS entered into a partnership with Concordia College to provide higher-education opportunities to 20 Indian adults who were teacher aides at ICS. Students pursued their bachelor's degrees in early childhood, elementary, or secondary education. Six courses were offered at ICS by professors from Concordia College, including Indian language, culture, arts, history, and teaching methodologies. Concordia College agreed to accept courses taught at ICS as though they had been taught at Concordia, and 25% of academic instruction was offered at Concordia. In addition to academic courses, students were assigned various roles within ICS, including lunchroom monitors, independent study monitors, and recess supervisors, to provide experiential backgrounds in the overall school operation. The EPD budget included stipends ($260/month) for students.

Menominee Indian Tribe of Wisconsin
Keshena, WI

Years Funded: 1987-1991
Mean Annual Grant Size: $174,607
Average No. Participants per Year: 13
Institution: Community

The purpose of the EPD program of the Menominee Indian Tribe was to provide a comprehensive program of teacher training for American Indians. Their project incorporated a career-ladder approach in which participants served as paraprofessionals in schools while enrolled in a bachelor's degree program at St. Norbert College in early childhood, elementary, or secondary education. St. Norbert faculty taught six college courses on the reservation; other qualified Indian teachers taught relevant courses in Menominee language and culture. The EPD budget provided for student stipends ($375/month), dependent allowances ($90/month), and tuition.

Montana State University
Bozeman, MT

Years Funded: 1987-1991
Mean Annual Grant Size: $251,864
Average No. Participants per Year: 19
Institution: University

Montana State offered a graduate program whose purposes were to increase the number and qualifications of American Indian faculty in Montana's tribally controlled community colleges and Indian adult education programs, and to expand applied research on teaching and learning in these educational settings. The project provided inservice to Indian faculty at tribally controlled colleges and adult education programs, and preservice to Indian students with bachelor's degrees who wished to complete their master's or doctoral degrees. In addition to regular courses, participants were required to complete an internship with an institution of higher education or an adult education program. The project budget included student stipends ($600/month), dependent allowances ($90/month), tuition, and book allowances.

Montana United Scholarship Service
Great Falls, MT

Years Funded: 1987-1988
Mean Annual Grant Size: $221,750
Average No. Participants per Year: N/A
Institution: University

No descriptive information is available about this project.

Oglala Lakota College (OLC)
Kyle, SD

Years Funded: 1987-1991
Mean Annual Grant Size: $148,055
Average No. Participants per Year: 100
Institution: Tribal College

Oglala Lakota College used its EPD funds to add courses to the OLC curriculum to graduate certified elementary school teachers. They also expanded their curriculum to include courses leading to secondary certification. Another component of the EPD program at OLC was to install a computer management system to assist faculty in advising students, making student teaching assignments, scheduling classes and instructors, and sharing resources. The overall goal of the program was to increase the number of Indian teachers on the Pine Ridge Reservation. The project budgeted to offer students stipends ($375/month) and dependent allowances ($90/month) only during their student teaching experience. EPD funding was used primarily to pay for staff.

Oklahoma State University
Stillwater, OK

Years Funded: 1987-1988
Mean Annual Grant Size: $165,624
Average No. Participants per Year: 9
Institution: University

The EPD project at Oklahoma State University offered a graduate program through which students could work towards their master's or doctoral degree in the areas of curriculum/ supervision, school administration, school counseling, or school/clinical psychology. The curriculum for the degrees was supplemented with a seminar that focused on current theories and approaches to serving American Indian clientele in educational institutions. The projects provided opportunities for the students to attend one national and two regional conferences or workshops directly related to their academic major and/or Indian education. The project provided financial support for each of the students for a 1-year period that included stipends, dependent allowances, allowances for books, graduate fee waivers, and scholarships.

Pennsylvania State University
University Park, PA

Years Funded: 1988-1991
Mean Annual Grant Size: $179,291
Average No. Participants per Year: 9
Institution: University

The purpose of Pennsylvania State's project was to train and prepare Indian educators to assume leadership roles in the central administration of tribal and federal Indian schools, Indian educational institutions, and public schools with significant Indian student enrollments. The project focused on intensive professional training of Indian educators at the doctoral level for conducting research evaluations of Indian education programs. The training included an emphasis on evaluating school- and community-based alcohol and drug abuse prevention programs. Doctoral students conducted research projects under the supervision of faculty members. Students met weekly to discuss their experiences at the university and issues in Indian education. The EPD budget included travel and fees for students to attend national conferences of the National Indian Education Association and the American Educational Research Association, and student stipends ($600/month) and dependent allowances ($90/month). Pennsylvania State University covered the tuition of all EPD students.

Ramah Navajo School Board, Inc.
Pine Hill, NM

Years Funded: 1989-1991
Mean Annual Grant Size: $51,714
Average No. Participants per Year: 5
Institution: Community

One purpose of Ramah Navajo's EPD program was to provide assistance to paraprofessionals who were pursuing degrees in education. During the regular school year, students enrolled in classes at the University of New Mexico (UNM), Gallup Branch. Their course load was small so that they could maintain their positions as aides in the schools. During the summers, the participants relocated with their families to the main campus of UNM in

Albuquerque. Tutoring and support were provided on an as-needed basis. The project paid students' tuition. During the summer semester while they were not receiving a salary, students received stipends as well as rent and travel expenses. A second component of the EPD program was the provision of inservice training through workshops and seminars for the K-12 teachers at Pine Hill.

Sinte Gleska College
Rosebud, SD

Years Funded: 1987-1990
Mean Annual Grant Size: $92,725
Average No. Participants per Year: 12
Institution: Tribal College

The overall purpose of the project at Sinte Gleska was to provide Indian teachers with graduate-level courses in elementary education to improve their effectiveness as teachers of Indian children and to increase their qualifications for educational leadership. The project offered courses part-time during the regular school year, when participants were working at jobs, and on a full-time basis during the summer sessions. Courses were taught by local instructors and outside instructors from other colleges and universities. Required and elective courses addressed Lakota cultural values and their impact on more effective teaching and learning. The project budget provided for tuition, fees, travel to conferences, and books during the regular school year, and stipends ($600/month) and dependent allowances ($90/month) during the summer sessions.

Sisseton Wahpeton School Board
Agency Village, SD

Years Funded: 1987-1988
Mean Annual Grant Size: $123,301
Average No. Participants per Year: 20
Institution: University

No descriptive information is available about this project.

Stone Child College
Box Elder, MT

Years Funded: 1987-1991
Mean Annual Grant Size: $145,870
Average No. Participants per Year: 20
Institution: Tribal College

The project at Stone Child trained education personnel at the undergraduate and graduate levels for employment in the Rocky Boy Indian Reservation and other schools serving a significant population of Indian students. Participants started their training at Stone Child College and then transferred to Northern Montana College to complete their teaching credentials and bachelor's degrees in either elementary or secondary education. Students who already had their bachelor's degrees completed their master's degrees in education at Montana State University. The project budget provided for stipends for graduate students ($600/month) and undergraduate students ($400/month), tuition and fees, and books and supplies.

University of California, Los Angeles
Los Angeles, CA

Years Funded: 1987-1988
Mean Annual Grant Size: $83,433
Average No. Participants per Year: N/A
Institution: University

No descriptive information is available about this project.

University of North Dakota
Grand Forks, ND

Years Funded: 1987
Mean Annual Grant Size: $183,293
Average No. Participants per Year: 14
Institution: University

The EPD program at the University of North Dakota supported students in the pursuit of bachelor's, master's, doctoral, and specialist levels. Courses were offered on-site at the reservation with periodic meetings at the university so the master's degree students could remain employed on their home reservations. Specialist students had the option of studying full-time on campus or attending courses with the master's degree students. In addition to classes, participants attended seminars and on-site experiences on the reservation that emphasized leadership and culture. The project application noted that students would be provided with stipends, tuition and fees, and travel expenditures. Dollar amounts were not specified.

University of Oklahoma
Norman, OK

Years Funded: 1987-1988
Mean Annual Grant Size: $152,831
Average No. Participants per Year: 10
Institution: University

No descriptive information is available about this project.

University of Wyoming
Laramie, WY

Years Funded: 1987-1991
Mean Annual Grant Size: $154,753
Average No. Participants per Year: 14
Institution: University

The EPD program at the University of Wyoming provided support services to students while they earned their bachelor's degrees. The goal was for these students subsequently to work on or off the Wind River Reservation at the same schools where participants did their practice teaching. Participants were closely monitored and offered counseling and/or tutoring if their grade point average fell below a 3.0. EPD students were required to attend seminars on the impact of Indian heritage on the Indian student as a learner and the culture of American Indians. Comprehensive services were coordinated between the universities, the tribes, and the family. The project hosted informal dinners and recreational activities, and provided students access to phones to call home to help build the bridge between their homes on the reservation and the university. The EPD project at the University of Wyoming budgeted to pay tuition, book allowances, stipends ($375/month), and dependent allowances ($90/month).

Utah Navajo Development Council
Blanding, UT

Years Funded: 1987-1988
Mean Annual Grant Size: $157,552
Average No. Participants per Year: N/A
Institution: Community

No descriptive information is available about this project.